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THE LOOK AHEAD

for  YMW

YOUTH

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- *TRENDS*
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UNITED STATES DEPARTMENT OF AGRICULTURE
FEDERAL EXTENSION SERVICE

P R O G R A M -- PLANNING

-- PROJECTION

-- DEVELOPMENT

THESE ARE CONSTANTS FOR FUTURE YOUTH PROGRAMS.

Please see:

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Five Presentations --

The Economic Situation and Trends Affecting Youth - Mrs. Aryness Joy Wickens
The Population Situation and Trends Affecting Youth - Karl Shoemaker
The Technology Situation and Trends Affecting Youth - Dr. Sherman Johnson
Social Trends in Rural Sociology - Dr. M. E. John
Review, Analysis, and Factors for Consideration Dr. E. W. Aiton

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THIS SHAKES HANDS WITH EXTENSION'S SCOPE REPORT.

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ITS USE-- FOR STATE AND COUNTY PLANNING.

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INTRODUCTION

The content of this summary is intended to be timely and useful. Currently the air is charged with a desire in Extension to look at the changing scene with a view to reshaping efforts. The scope and responsibility of Extension is receiving much emphasis.

Program projection and its various expressions of program development are also getting vigorous treatment.

The official National meeting of the State 4-H Leaders, held during National 4-H Conference dealt with these aspects of Extension's youth program: Trends and Situations, Areas of Concern, and Program Implications. The Leaders' Conference was designed to relate to the future efforts of a Youth Development Committee, working nationally as part of an overall Extension Committee on Scope of Extension's Responsibilities. It is hoped earnestly that the thinking engendered will contribute to such purposes.

Of major significance too, is the relation of this report to program development. This is true with the data and adaptations to youth programs. It also demonstrates a technique usable with State and county planning committees.

This material also relates to the youth aspect of agricultural adjustment.

Many States are now, or will be operating with county and State committees both with program projection and the scope and responsibilities of Extension effort. These or similar materials would provide a useful source of help. Their adaptation should help county committees understand and analyze Extension's youth situation and problems. Similarly, adaptation of the procedures used may also be helpful in committee operation.

4-H-124 (7-58)

PROCEDURES USED IN DEVELOPING AND CONDUCTING

The National Conference of State 4-H Leaders
and Other Extension Workers on the Topic,
"Situations and Trends Affecting Youth".

I. Prior to Conference

The Extension Subcommittee on 4-H Club Work considered the nature and content of the above program at their November, 1947 meetings. No decision was reached. The leaders planning to attend the conference listed the areas of concern to them. At their February meeting the Subcommittee analyzed the findings and selected the above topic. The 4-H Club and YMW Division was asked to develop further plans for the conference. A Federal Extension Service Committee was set up to establish objectives, delineate topics, choose speakers and propose procedures, as well as to make physical arrangements to fit in with the total National 4-H Conference.

This Committee also selected co-chairmen and consultants and assigned the leaders to work groups.

A briefing session was held with the speakers and consultants to bring about understanding and correlation. The speakers' talks were duplicated before the conference.

Co-chairmen were alerted to the nature and process of the conferences, sent some materials and asked to respond with their own. All leaders coming were sent their assignments to work group areas.

Consultants and speakers conferred regarding the content and procedures and additional references. The Federal Extension Service Committee and Consultants developed the detailed program and a proposed discussion outline for the chairman of work groups.

At frequent intervals the 4-H Club and YMW Division conferred on this program.

II. During the Conference:

A. Prior to the first leaders' meeting, the Leaders' Steering and Evaluation Committee completed the following:

1. Chairmen participated in a meeting of all conference operation. Committee chairmen and staff to ascertain how the leaders' program fitted into the total conference.

2. Sunday morning 9:15-10:15 - meeting of Leaders' Steering and Evaluation Committee (composed of chairman and the eight co-chairmen of the four work groups) with work group consultants. In this meeting, the "Proposed Outline for Co-chairmen of Work Groups" (attached) was discussed in detail. Particular emphasis was given to the three steps of work group process:

   Step 1 (part 3) - identifying the significant trends
   Step 2 (part 9) - forecast the areas of concern to youth reflected from these trends
   Step 3 (part 5) - indicate the nature of programs needed

B. Following is an abbreviated schedule of the Leaders' Conference outlining the essential framework of the program:

Monday - 10:30-12:30; 2:15-5:00

"The Challenge of the Scope Report to Extension Workers" W. A. Sutton

"The Economic Situation and Trends Affecting Youth" Mrs. Aryness Joy Wickens

"The Population Situation and Trends" Karl Shoemaker

"The Technology Situation" Dr. Sherman E. Johnson

"The Social Situation and Trends" Dr. M. E. John

A mimeographed paper labeled "Listening Notes" was given to each person. It had two headings:

1. The Changing Situation or Trends Which Will Affect Youth
2. The Resulting Problems or Areas of Concern to Youth

Members of the Extension Subcommittee on 4-H Club Work chaired all meetings of the Leaders.

Tuesday - 8:30 - 9:15

"Review, Analysis, and Factors for Consideration" Dr. E. W. Aiton

9:15-11:15 - Work Groups (directed at identifying Trends)

Plans

Stress was given to the avoidance of "leap frogging" immediately to "How to do it" program techniques and methods.

Following this total meeting, the Co-chairmen of each group met with their respective consultants. Each work group met in a separate room, with a table large enough to accommodate the participants (10-20) and comfortable chairs.

In operation, the Co-chairmen rotated the responsibilities for discussion leadership. Various techniques were used. Role playing was particularly effective in specifying the Areas of Concern to young people. Notes were made on newsprint or a blackboard, with a written copy kept by a designated recorder.

Consultants participated as members of the group, contributing as the situation dictated. A mutual understanding was developed between the group Co-chairmen and the consultants at the meeting on Sunday. Some of the consultants provided implemented duplicated information.

Following the Tuesday session and again on Wednesday, the Co-chairmen edited the material developed by the group and had it duplicated for their group members to have at the start of the next session.

Work Group Meetings

Wednesday - 8:30-10:30; 11:30-12:30. Work groups (completed process of identifying Trends and outlined Areas of Concern to Youth resultant from these Trends).

Thursday - 8:30-10:20. Work Groups (on the basis of Trends and the Areas of Concern to Youth projected, indicated the nature of programs needed).

Thursday - 10:20-11. In session with delegates, heard reports of their discussion groups on their assigned topics.

Thursday - 2:15-4:00. In reporting session of Work Groups as a panel, the eight Co-chairmen reported to the entire leaders' group. Emphasis was placed on the process which had been followed by the work groups. After preliminary remarks on the general process, each group illustrated with an example, citing (a) Trends; (b) Resultant Areas of Concern to Youth; (c) Nature of Programs necessary.

Friday - 8:30 - 9:15

"Looking Ahead in Cooperative Extension - C. M. Ferguson, Administrator, FE

C. Each morning the Leaders' Steering and Evaluation Committee met at breakfast. Essentially, the objectives of these meetings were threefold:

1. To develop the job of the members of the committee in their role as Work Group Co-chairmen.

2. To steer the Conference programs.

3. To evaluate the Conference program and submit proposals for the following year.

D. Following the final leaders' meeting, the Committee prepared this written report.

Chairman - Steering Committee - Russell Mawby, Michigan

Representing 4-H and YMW Division - C. C. Lang

NATIONAL 4-H CONFERENCE LEADERS' PROGRAM

Proposed Outline for Co-Chairmen of Work Groups

A. Objectives:

1. To study the changing situation in which youth will grow up.
2. To explore the implications for Extension's programs for youths' future needs.

B. Assumptions:

1. This conference is addressed to the further definition of the youth part of the Scope Report.

2. This conference deals with that aspect of program projection or program development known as the changing situation and the projection of trends.

3. Derived from the changing situation and projected trends the problems or areas of concern should be developed.

4. This conference also should deal with the projection of the nature of programs for youth based on such trends.

5. It may also be fruitful to keep in mind the subsequent use of this for county extension agents and county committees concerned with the same.

6. It may be presumed that we do not have the time to develop program methods and procedures in this conference.

7. This consideration is for all youth including the 4-H, YMW and other programs.

C. Possible Discussion Steps:

1. Review the talks of concern to your work group to get a clear understanding of the important units in this area.

2. Supplement the picture with any additional items seemingly appropriate to this area.

3. Identify and outline the projection of trends useful to county extension agents and committees.

4. Based on these data forecast the problems on areas of concern to youth.

5. For each item projected indicate the nature of programs needed. Avoid any consideration of methods of how to do these future 4-H and YMW tasks or programs.

6. Compose reports:
   a. Appropriate to this conference.
   b. Appropriate for publication for extension workers not present.
   c. Indicating needed continuing efforts.

WORK GROUP I - POPULATION SITUATION AND TRENDS AFFECTING YOUTH

Trends:

1. Percent of farm youth needing to find work off farms increasing (may reach 85 percent by 1965).

2. Fewer farms; larger farms.

3. Fewer farm people.

4. People living longer.

5. The population of all ages is increasing.

6. By 1961 we will have a significantly larger number of 20-21-year-olds than in 1958.

7. Rural nonfarm population increasing more than urban.

8. Larger families. Rural and city families about the same size.

9. Increasing opportunities for trained farm boys in Agri-Business.

10. Less desire on part of farm youth to earn a living on the farm.

11. Part-time farming increasing.

12. More women working away from home.

13. More schools consolidating.

14. More separate households per unit of population.

15. Increasing number of people with no tie to farm life.

16. People continuing to move from city into suburban areas.

17. Increasing mobility of families (1 out of 5 families move every year).

18. Less hours of work a week required.

19. Vertical mobility slowing down on the farm (Example: Less chance to move upward from being a farm laborer or tenant to becoming a prosperous farm owner).

RESULTING AREAS OF CONCERN TO YOUTH RELATING TO SELECTED TRENDS

Trend - Fewer Farms:

1. 85 percent farm youth will find vocational opportunities off farms. Only 10-15 percent can make adequate satisfactory living on farm.

2. Making adjustment from farm to nonfarm living.

3. Rural schools, churches and community institutions weakening in areas where population is decreasing.

4. Very few rural areas are prepared to train youth for urban working and living.

5. Farm boys in unfavorable position competing for jobs against urban boys in metropolitan areas. (Sociological background causes difference.)

6. Farm youth not aware of urban opportunities.

7. Farm youth not aware of what farming opportunities and challenges there are.

8. Farm family changing as social institution.

9. Farm youth not aware of vocational opportunities in rural areas other than farming.

Trend - Fewer farm people:

1. Greater need for able and dedicated farm leadership.

2. Rural-urban understanding needed.

3. Nonfarm people need better understanding of the importance of the place of agricultural products.

4. Farm people need to recognize their responsibility to the total economy of the country.

5. In farming areas, community boundaries need to be spread much wider in order for youth to have greater group opportunities.

Trend - People are living longer:

1. Youth must recognize that transfer of farm management may come later.

2. Rural social values have changed. (Example: Social Security work, etc.)

3. In farm areas vertical mobility is limited. (Less chances of achieving social and economic success.)

4. Need to develop vocational interests.

5. Adjustments of "the generations" due to more generations living and working together.

Trend - Increase of rural nonfarm population:

1. Both parents working.

2. Integrating into the community activities.

3. Need for recreational facilities.

PROGRAM IMPLICATIONS

Fewer farms and fewer farm people:

1. Programs should be made available and interesting to the greatest majority of youth on farms.

2. Keep career guidance people informed on agriculture and home economics so they can properly guide youth.

3. Help youth explore career opportunities that are available

   a. Through projects and activities on the local level.
   b. Through leader training.
   c. Supplement and broaden existing program to include aspects of Agri-Business and home economics.

4. Promote exchange programs between counties and States.

5. Include teaching appreciation of natural resources to all youth.

6. Develop program methodology, not necessarily 4-H, to reach migrant youth.

7. Develop clubs in areas where other community institutions are weakening. Utilize leadership available.

Increase of rural nonfarm population:

1. Change pattern of leadership to include more people with less responsibilities for each leader.

2. Develop a group pattern of leadership so that there will always be at least one leader available.

Co-Chairmen - C. I. Smith, Mississippi
Pauline Rowe, Vermont
Noreen Ray,-Connecticut

Consultants - Mrs. Laurel Sabrosky, Federal Extension Service
Dr. Alvin Bertrand, Agricultural Marketing Service

WORK GROUP II. - THE ECONOMIC SITUATIONS AND TRENDS AFFECTING YOUTH

Identifying Situations and Trends

A. Agriculture

1. Decreasing total number of farms; but increasing number part-time farms.

2. Increasing size of farms (larger farm units).

3. Decreasing population engaged in farming (12% of labor force now; 6% predicted by 1975).

4. Increasing capital investment required.

5. Decreasing availability of land for young operators.

6. Increasing financial risk (this trend may change if contract farming becomes more general).

7. Increasing vertical integration or contract farming.

8. Changing marketing patterns:

   a. Methods of marketing
   b. Production for specific quality

9. Changing production patterns:

   a. Efficiency and economy of increasing importance
   b. To meet changing marketing patterns

10. Increasing adjustment needed in kinds, quantities and quality of products.

11. Increasing use and cost of items farmers must purchase--feed, fertilizer, power, including equipment.

12. Increasing level of standards of living of farm families.

B. General (all families)

1. Increasing total gross national product.

2. Increasing number of women (including mothers) in labor force.

3. Increasing real income of families, more equitably distributed, and with youth having more money to manage.

4. Increasing number and variety of goods and services for sale.

5. By mid-1960's increasing difficulty for young people to find employment due to sudden increase in numbers of 18-24 year olds. May be modified by:

   a. Adequate training and understanding of opportunities
   b. Willingness to go where employment opportunities exist - mobility

6. Increasing number of early marriages with young husbands continuing education.

7. Changing economic values with increasing importance attached to materialistic evidences of success.

8. Decreasing opportunities for youth to have adult roles.

9. Increasing installment debt and personal loans.

10. Increasing promotion of ways of "selling" credit as inducement to families to purchase more goods and services.

11. Increasing level of standard of living and of advertising to further encourage higher levels.

AREAS OF CONCERN FOR YOUTH RESULTING FROM ECONOMIC SITUATION AND TRENDS

A. Selecting Direction as Regards Preparing for Making a Living.

1. Choosing a career (work)

   a. Opportunities in farming, including part-time
   b. Opportunities in businesses related to farming
   c. Opportunities outside of agricultural businesses
   d. Opportunities in home economics
   e. Opportunities other than home economics

2. Preparing for a career

   a. Selecting high school courses
   b. Determining on colleges or other advanced training
   c. Knowing one's self - interests, aptitudes
   d. Applying for work (how to get a job)

   Mental and manual abilities

3. Financing training beyond high school - special problems faced by young married couples; sudden change in financial resources; exhausting accumulated resources.

B. Getting Started in Farming

1. Analyzing opportunities on home farm - father-son and family relationships; size of business; opportunities to expand business.

2. Studying other opportunities - other available farms; contract farming; crop allotments on land available.

3. Accumulating capital to get started.

4. Supplementing income if starting on small farm.

C. Managing Resources

1. Efficiency - labor, machines, production, methods, time.

2. Credit--sources and wise use.

3. Government programs - understanding and using wisely.

4. Money - developing family values; wise buymanship (choice of commodities purchased and method of buying (individual, cooperative).

D. Marketing

1. Knowing market demands.

2. Knowing marketing facilities and methods.

3. Making marketing decisions.

4. Producing products to meet marketing demands.

E. Managing Family Resources

1. Developing family values.

2. Making decisions as to purchases.

3. Purchasing.

4. Money management.

5. Using credit.

Note: Skill in decision-making is inherent in all of the above. Hence, a fundamental problem youth face is that of securing training and experiences in the processes of decision-making.

Also: The preceding areas apply not only to the farm and home, but to other career areas.

PROGRAM AREA IMPLICATIONS RESULTING FROM ECONOMIC SITUATIONS AND TRENDS

AND RELATED TO THE CONCERNS OF YOUTH

1. Career exploration - cooperate with school and other guidance services. Avoid testing and vocational guidance.

2. Educational opportunities exploration - including ways of financing education beyond high school.

3. Provide personal development programs which help youth understand themselves - interests, aptitudes, physical, mental, manual abilities.

4. Increase size of projects proportionate to facilities available and developmental growth of youth so as to help increase accumulation of capital.

5. Include in projects experiences which develop managerial methods and skills.

6. Work simplification - on the farm and in the home, stressing techniques of studying time and labor management so there might be carry-over into situations other than farm and home.

7. In project work, include real-life experiences which will emphasize efficiency, economy and management.

8. Include buymanship experiences and information in project work.

9. Provide experiences in selection and use of credit - farm and family.

10. Provide experiences, and training in the process of decision-making.

11. Provide experiences in money management.

12. Provide information on forces influencing agriculture, such as contract farming, government programs, methods of buying and selling (cooperative and other ways).

13. Provide agri-business experiences.

14. Provide work experiences in marketing.

15. Include marketing aspects with production projects.

Co-chairmen - Wilbur Pease, New York
Erma Wines, Texas

Consultant -- Paul Mohn, Federal Extension Service

Trends:

The work group recognized that in lis ting trends, there would be diversity as between States and within States and even within counties, but that the following seemed to be some of the trends which affect most youth to a greater or lesser degree:

1. Merging of rural and urban communiti es, resulting in larger communities often with no distinct boundaries.

2. Continuing realignment of organizations and services for combined operation such as:

    a. Consolidation of schools and school districts
    b. Consolidation of city and county governments

3. Greater mobility of people resulting in loss of population in some areas, gains in others.

4. Earlier independence of youth evidenced by:

    a. Earlier marriages.
    b. Increasing number of youth working outside the home.
    c. Drop-outs from high school
    d. Youth organizations not holding older teen-agers.
    e. Youth left on their own when parents work away from home.

5. More demands for young people's time.

    a. Great multiplicity of youth organizations and activities
    b. TV, radio, movies, other commercial recreation

6. Growing dependence upon social organizations for community service and work which people used to do for themselves.

7. Growing concern for the development of the whole individual.

8. Increasing interest in the spiritual aspects of life - more participation in religious activities; increasing church attendance, expansion of youth programs in churches.

9. Greater inter-dependence of people.

10. More part-time off-farm employment.

11. Increasing number of women working.

12. Changing values and attitudes -

Toward work and leisure - work no longer glorified for its own sake, leisure no longer considered a waste of time.

13. Rising levels of education.

The group selected these trends in which they were particularly interested. They took each trend in turn and discussed some of the areas for concern, and the implications for youth programs. The information presented is in no sense a complete nor a conclusive analysis.

Trend 1 - Merging of rural and urban communities resulting in larger communities often with no distinct boundaries.

AREAS OF CONCERN

1. Lack of common interests and understandings among people living side by side.

2. Failure on the part of some to accept community responsibility.

3. Weakening of family ties.

4. Reduction of social pressures which help keep youth in line.

5. New leadership with ideas in conflict with established leadership.

6. Youth not finding solid replacement for shifting values.

IMPLICATIONS FOR YOUTH PROGRAMS

1. Need for greater flexibility in present programs and projects to meet diverse needs and interests of young people and establishing of new projects.

2. Need for continuing to stress basic values and attitudes in youth programs - e.g. - dignity of work, pride of workmanship, initiative, leadership, cooperative effort, honesty, integrity.

3. Need for finding, training, and using new leadership available along with established leadership. With people working in shifts, leader training in groups may become more difficult.

Trend 2 - Earlier independence of youth as evidenced by early marriages, more youth getting jobs outside the home, drop-outs from high school, youth left on their own with parents working outside the home.

AREAS OF CONCERN

1. Youth are not prepared for all the positions they are assuming - establishing homes, raising families, managing money, time and energy, making major decisions.

IMPLICATIONS FOR YOUTH PROGRAMS

1. Need for recognizing earlier independence of youth from adults.

2. Need to gear programs to better meet needs of young people, new approaches needed.

3. Need to give youth opportunity for career exploration.

4. Need to help young people secure vocational guidance.

5. Need to give older young men and women including young marrieds, help in solving problems with which they are currently faced - e.g. - money management.

Trend 3 - More demands for young people's time created by the great multiplicity of youth organizations and activities and by TV, radio, movies, other commercial recreation.

AREAS OF CONCERN

1. Some young people are too busy for their own good, while others are not reached nor adequately served by any youth group.

2. Youth lack opportunity for creative expression in recreation, in the art of conversation, e.g. - TV replacing conversation at meal time.

3. Competition in securing leadership for various youth organizations.

IMPLICATIONS FOR YOUTH PROGRAMS

1. Need for youth-serving groups to gain more knowledge and understanding of each others programs.

2. Need for youth-serving groups to get together to see -

   Which youth are being served
   Which youth are not being reached
   Duplication of program offerings
   Areas not being offered by any group
   How various programs can be co-ordinated

3. Need to give youth opportunity to get help and advice on special individual projects they can do at home with a minimum of adult guidance.

4. Need for giving leaders adequate training and a satisfying experience in 4-H leadership - to keep them in the program.

5. Need to gear recreational programs to creative activities and skills (in cluding social skills such as conversation) which will carry over into adult life.

6. Need to simplify project or club requirements, and record keeping - (E.g. - number of meetings a club should hold).

7. Need for adaptation or modification of community clubs in areas where communities are no longer distinct.

8. Need for opportunity to do worthwhile jobs which will bring respect from adults.

Co-chairmen: Amy Kearsley, Utah
Merle Howes, Massachusetts

Consultants - Robert Isenberg - National Education Association

Eunice Heywood, Federal Extension Service

These trends affect youth to a more or less degree in all areas of the United States.

1. More residential and part-time farms and further urbanization of the country-side.
2. Further reduction on number of farms.
3. Fewer and larger family operated farms.
4. Some increase in large-scale farms and in integrated farm operations.
5. Production of specified quality products to meet demands of specification buying.
6. Fewer workers, but more capital per worker, both for fixed assets and current expenses.
7. Managerial ability and technical skill of a high order is increasingly necessary for successful living.
8. Increasing importance of jobs in service industries.
9. Increasing conveniences, household equipment and the like for the home provides more time for homemakers to do other things outside the home.
10. Advancing technology in communications and transportation is making the world appear smaller.

AREAS OF CONCERN RELATING TO YOUTH

Trend - Managerial ability and technical skill of a high order is increasingly necessary for successful living.

1. A basic understanding of a need for training for the chosen walk of life.
2. Need for vocational guidance.
3. Need for developing ability to make and carry out decisions as to:
    a. Careers
    b. Time Management - work, as well as leisure
    c. Money Management
    d. Energy Management

4. Need for basic understanding of:

   (a) good buymanship
   (b) good marketing
   (c) good production

5. Need for understanding of alternatives as such relate to the decreasing amount of productive land.

Trend - Advancing technology in communications and transportation is making the world appear smaller.

1. Need for young people to have a broader understanding of public affairs:

   (a) Local
   (b) State
   (c) National
   (d) International

Trend - Increasing conveniences, household equipment and the like for the home provides more time for homemakers to do other things outside the home.

1. Need for understanding of the changing role of family members and as members of a society.

2. Need for helping youth develop values.

IMPLICATIONS FOR PROGRAMS - resulting from the foregoing Areas of Concern.

1. Broaden the option of projects to include those things which will apply to the individual club member's situation and opportunities.

2. Include opportunities for more creative thinking in the fields of natural, physical and social sciences. In social sciences, for example, there are needs in areas of human development, decision making, and group dynamics.

3. More emphasis on teaching boys and girls efficiency, in whatever they choose to do.

4. More problem-solving situations.

Co-chairmen - Mary Frances Lyle, South Dakota
Paul Moore, Montana

Consultants - J. E. Crosby, Jr., Federal Extension Service

depression of the 1930's and population growth was cut almost in half, to about 9 million in 10 years. In the 1940's, however, the increase was very rapid, double that of the 1930's. In the 1950's, so far, the rate of growth has been still more rapid. Each year we are adding to our population the equivalent of a San Francisco, a Cleveland, and a Baltimore, and it is estimated that population will increase by much more than any decade in this century--nearly 28 million. By 1965 the population of the United States will total about 193 million. (Chart I)

Three factors have influenced the growth in our population--immigration, the changing birth rate, and the declining death rate. Since 1930, when immigration virtually ceased, the birth rate has been the major factor in population growth. (Chart II) With the low birth rate of the 1930's, the lowest in this half century, only 25 million children were born. In the early 1940's, however, the birth rate increased, especially in 1943. This was followed by a drop during the war years, but in 1946 and 1947 there was a very sharp increase. This increase continued into the early 1950's. Now, even though the birth rate has ceased to rise, increasing numbers of young people coming of marriageable age in the mid-1960's means a population boom ahead.

Today, however, we are concerned with young people. And so I should like to summarize for you what has been happening--and is going to happen--to the size of our school-age population. Let us divide this population into youngsters of kindergarten and grade school age (8-13), of high school age (14-17), and of an age to be working or to be in college (18-24), and consider first what happened from the end of World War II in 1945 to 1955.

First, there was a tremendous increase in the young population born in the 1940's--almost 9 million--while, at the same time, the number of high school age children increased scarcely at all. They were the young people born in the latter part of the thirties and the very early 1940's. (Chart III) However, in the group 18 to 24 years of age--the age to be in college, in the Army, or at work--there was an actual decline. These were the depression babies of the thirties.

Now as we look ahead and consider a period from 1955-1965, the elementary school group will again increase by about a third. The high school age group will expand tremendously--by more than fifty percent--and the college age group, which actually diminished in the first 10 years after the war, will go up by about a third.

Now consider the effect of these population changes upon enrollment in the schools. In the elementary schools, the wave of population increase appeared almost immediately after the war, and between 1945 and 1955 eight million additional children were enrolled. But the end is not yet; just as many--another 8 million--will come into the elementary schools between 1955 and 1965, over half of them by the year 1960. (Chart IV)

The high schools, which had almost no increase in the 10 years just following the war, will have a tremendous increase between 1955 and 1965--an anticipated 4 million additional young people. (Chart V)

The effect upon college enrollments is even more striking. (Chart VI) Here there was an increase because of GI enrollments from 1945 to about 1950, and then there was a bit of a decline. By 1955, however, college attendance had again exceeded the GI peak. But from 1955 to 1965 the college population

is expected to increase by another 2 million, with over a million of this net addition by 1960. This assumes that the same proportion of the young people of this age group will enroll in colleges as in the academic year 1956. If this ratio should increase, these estimates--by the Office of Education--will prove to be conservative. In order to fix the timetable, let us consider the number of young people becoming 18 years of age. The first big increase in 18 year olds comes in 1961 when today's high school freshmen, born in 1943, will be 18. Then the number of 18 year olds actually declines and the next very large increase does not come until about 1965 when today's sixth graders, born in 1947, will be 18. There will be a total of 4 million of them in 1965, an increase of a million in two years. In that same year, reinforcing this wave of high school graduates will be a larger group of college graduates--today's high school freshmen, who will then be 22. Thus, we go from a period of comparative shortage of young people to one of greatly increased supply. This, then, is the setting in which our young people, city and farm, are going to school. At a time when we are so concerned about the quality of education, not merely for science and the professions such as engineering, but for the entire range of occupations that make up our labor force, we must consider the problems of quality in education which the crowding of our schools implies. Especially this is true of the colleges. And so, for you in 4-H, it may be especially important to get the young people to understand the competition they will be up against in the mid-1960's and the great value of sound education.

Now, I want to turn from the numbers of young people themselves to population and other trends as they affect the economy.

The rapid increase in the Nation's population means, of course, that all these additional millions of Americans will need the products of agriculture, of industry, of mines, of factories. They will need food and clothing, they will take up floor space, they will need house furnishings of all kinds, they will drive their cars along the highways, and ride over the airways. They will require all kinds of educational and recreational facilities. Clearly, the Nation's business will need to increase in order to provide goods and services for all of these people. The Department of Labor estimates that, measured in terms of "gross national product", there will need to be an increase of about 40 percent in the 10-year period 1955 to 1965, assuming no change in prices, in order to meet their needs.

Now, it is not to be expected that the growth of the economy in any 10-year post-war period such as this will be even or smooth. As in the past, the economy will have its ups and downs, such as we are having now. But long-run, and barring the catastrophe of a major war (and this is the only assumption we can face) it is generally believed that the trend will be upward.

To produce goods and services at this projected rate, assuming a moderate rate of increase in productivity for the economy as a whole and some reduction in the length of the work year, will require about 10 million workers in addition to the 70 million which were in the Nation's labor force in 1955. (This includes those in the armed services and those who were unemployed.) (Chart XI) Thus, by 1965 it is anticipated that the total labor force will number about 80 million, up from a little under 70 million in 1955.

These additional people needed to man the country's economy in 1965 are here and the Census has counted them. But it is important for our discussion today to consider who they are. Of that net increase of 10 million, over half will be women. In today's labor force 7 out of 10 workers are men; only 3 are women. But in the expected growth of the labor force to 1965, as in the actual growth of the labor force between 1951 and 1956, half will be women. Now, this has implications of great importance for 4-H girls. Taken togehter with the fact that a majority of women will work at some time in their lives, it places great emphasis on careers for women--and on their awareness of the occupational facts of life.

Now look at it another way, by age: Over half of the net increase of 10 million in the labor force will be young people under 25. The remainder of the 10 million will be over 45. The growth in the economy will be staffed by youngsters and oldsters. The group of men age 25 to 34 in the labor force will be smaller by about three-quarters of a million in 1965 than in the mid-1950's. These, again, are the depression babies of the thirties. (Charts XII and XIII) Much the same age distribution will be evident among the women. Thus, we can summarize by saying that there will be a diminishing supply of young people in their early working years and their college years which will continue for some time in the late 1950's and early '60's. They have a scarcity value and should make the most of it. Meanwhile, young people will begin to come into the labor market in much larger numbers in 1961--with a tremendous flood in 1965. At that time we will have severe problems of placing young people. Employers are not pleased by the fact that ordinarily they are inclined to

be less attached to a job than more mature and experienced workers. Their lack of experience is a handicap. Often they wish to work part-time while they are still attending school. And so it becomes much more difficult to place them unless they are properly trained, properly educated, and have the advantage of being guided toward jobs which are suitable for them as individuals.

Now in this expanding economy the next question is: What kinds of occupations are going to be needed. Here, again, the Department of Labor has forecast occupational trends based on past experience. Requirements for additional help are expected to increase most rapidly in the professional and technical occupations such as teachers, scientists, engineers, medical men and women, draftsmen, technicians--which, it is anticipated, will be up some 40 percent in comparison with 1955. (Chart XIV) More highly trained skilled labor will also be required to build and maintain the machines which are being designed for our increasingly complex production processes, as will managerial skills. The demand for semi-skilled workers where automation, new processes, new labor-saving devices are currently having the greatest effect, will also increase, but by a somewhat smaller percentage than for skilled workers. One of the most rapidly growing groups is the sales and clerical occupations. Another is service workers, including many in government. The demand for common labor is not expected to increase at all. Finally, and to give you a transition to the second part of this discussion, it is anticipated that the demand for farmers and farm laborers will decline by as much as 15 percent between 1955 and 1965.

Thus, the center of gravity of our occupational structure is shifting away from brawn toward brains and up the ladder of skills. An ever higher level of education is required. This is true both in agriculture and in industry. Thus we can summarize by saying that, occupationally, the major changes for the future appear to be a long-term rapid growth of the so-called white collar group of occupations, and a slower growth, but nonetheless a substantial one, in the blue collar occupations. This we anticipate will be accompanied by a continuing rise in the skill level.

(There followed a discussion on agricultural population and the outlook for farming by Mr. Karl Shoemaker of the U. S. Department of Agriculture.)

INDUSTRIAL OPPORTUNITIES OUTSIDE OF AGRICULTURE

Earlier we discussed the anticipated growth in demand for various occupations in the expanding economy, to form a preface for Mr. Shoemaker's more detailed discussion. Now, very briefly, I should like to take a look at opportunities for young people in various industries. As we said earlier, the shift is toward industry and commerce, as it has been all through the Twentieth Century.

Especially since World War II, employment has been increasing most rapidly in trade, finance, service, construction, and government--especially State and local government. It has declined in mining and railroad transportation, neither of which has kept pace with the general rise of industrial output--nor are they expected to do so in the future.

Manufacturing employment, however, has gone up during past decades at a rate close to the growth in all nonagricultural employment, and is expected to increase by 1965 by about 15 to 20 percent. Within manufacturing there has been a major shift from the traditional nondurable goods industries, many of which use agricultural products, such as textiles and leather, to the durable goods industries such as steel, and the manufacture of metal products like machinery, automobiles, and other transportation equipment, and the chemicals--all of which have expanded enormously.

It is also anticipated that in the long run, construction which, like manufacturing, has a wide fluctuation in the business cycle, will also increase.

For trade and service, a growth in employment requirements of about 20 percent is anticipated from 1955 to 1965; for finance, insurance, and real estate about 33 percent. A continued rapid rate of expansion is also expected in the public utilities and in State and local governments, which, we must remember, include school teachers, police, and firemen, and a great variety of other occupations.

Now I want to emphasize that in this changing industrial and occupational world in which the young people you counsel will be living by the mid-1960's there will still be millions of farmers who will make a good living, millions of skilled craftsmen, of semi-skilled men and women like sewing machine operators in garment factories, and truck drivers; common laborers who work on the roads; clerks and bookkeepers and sales people. There will continue to be opportunities for all kinds of people with all kinds of talent, whetheron the farm or off. We do the young people a disservice if we overemphasize science and engineering, or the other currently glamorous professions, and fail to emphasize that all occupations have their place and their dignity--skilled or unskilled. The main point is to fit the boy or girl to a job that is right for him--and to work hard at it.

But for you in 4-H, if Mr. Shoemaker is right, and I am sure he is, we can only conclude that a good many people now living on farms will go into other occupations, as they have done in past decades, and that most of their children will, in the end, find a livelihood outside of agriculture. It does not follow that they will all have to leave their hometowns. With the growing trend toward decentralization of industry into rural areas,

with the wide commuting range made possible by automobiles, with the network of super highways spanning the country, with public works being built in many far-away places, and with recreation spreading all over the country, many young farm people may find nonfarm jobs close to home.

However, we cannot afford to ignore the geographical shift of industry and the population. Especially since World War II, it has been steadily toward the Far West and the Southwest. Some of the traditional agricultural States have actually been losing population; others have not gained. Nor can we ignore the continuing shift into the suburban areas which are growing very rapidly around our great cities and merging with what were typically farming areas. Thus, in considering preparation of young people for the kind of careers they are likely to have and the places in which they are likely to live, we will do well to orient them toward the possibility of movement from one State to another and toward the necessity for living in an urban or suburban community.

Considering these trends which we have sketched only in broad outlines, I think we are all challenged--the 4-H Clubs and the agencies like the Employment Service and the State school systems--to develop means of enabling rural young people to make an intelligent and well-informed choice between agricultural careers and the wide variety of opportunities which exist in nonfarm occupations. They need to be informed of these opportunities at a sufficiently early stage in their education so that they can take the courses which are prerequisite for the occupations they may choose. Many of the fastest growing occupations require a high level of education. Many require more mathematics and science than are offered

today in some rural schools. Thus parents and their children and their teachers need to plan together.

In considering what needs to be done, I scarcely need remind you that, in general, vocational guidance services are not available in rural areas as they are in many city schools. This may become action problem number one. Recognizing the need for better information, better guidance and placement services for young people (as well as their elders) in rural areas, a joint committee of our two Departments--the Department of Labor and the Department of Agriculture--has been working for several months on ways to improve this kind of service. I leave it to Mr. Shoemaker to discuss the details from the point of view of the Department of Agriculture. For our part, within the Department of Labor, we are endeavoring to make available to the Extension Service, as well as to the rural schools, materials on the occupational outlook, including the Occupational Outlook Handbook, the Occupational Outlook quarterly, and many pamphlets which relate to particular occupations. It is important that this kind of material be available in school libraries, and other local centers like the County Agent's office where both young people and their parents can get hold of it. I am sure that the parents especially will welcome it. On another front, we are hoping to extend the present testing and counseling service for high school seniors into more rural areas through the existing State Employment Services. The Employment Services are operated by the States and financed by the United States Department of Labor through unemployment compensation taxes. If ways and means can be found to do this, it will go a long way toward getting actual grass roots action in occupational guidance.

It is my hope that you in 4-H will work closely with school and other community leaders and with your State Employment Service, and in an effort to further better career guidance for our rural young people.

So far we have been discussing long term trends, yet the Nation is in the midst of an economic recession which is currently holding the center of attention. Throughout the winter, which traditionally brings a lull in all kinds of outdoor activity, industrial production and employment declined, and both the gross national product and personal incomes went down. This decline continued into the spring, and in April industrial production was at the lowest level, after seasonal adjustment, since the autumn of 1954. Unemployment, at a little over 5 million, was at a seasonally adjusted rate of 7-1/2 percent as compared with the exceptionally low rate of 4 percent in April 1957. This year, moreover, a large number of people have been working part-time for economic reasons. Hours of work in factories also declined sharply during the winter and spring, and in April averaged less than 38-1/2 hours per week.

In May, however, activity in many lines increased seasonally, especially in outdoor activities. Employment was up and unemployment was down.

As we appraise this situation, and the measures being taken to offset it, there are certain key points to remember. First, the recent decline in industrial activity and employment is concentrated almost wholly in manufacturing; in transportation related to manufacturing, especially on the railroads; and in construction affected both by adverse weather and reduced industrial and commercial building. These are the industries with

wide swings in activity, and also with the highest wage rates, as a rule. Activity in other segments of the economy has declined comparatively little, particularly the so-called "soft goods" industries like food and clothing. Moreover, employment in service, finance, real estate, and similar enterprises and in State and local governments is up by nearly half a million over the year since April 1957. These are the more stable industries with generally lower wages, except, of course, for their professional and technical occupations.

In general, although business activity is substantially down from its unusual peak of mid-1957, it is still at comparatively high levels. It is fortunate that at the same time that this decline in industrial activity has been going on, farm incomes have been improving. Prices are better for many agricultural products, and agricultural employment has risen more than seasonally this spring.

However, the unemployment situation--concentrated as it is in certain industries and certain areas--is serious for everyone affected, and a variety of measures are now being taken to stimulate activity in the industry and areas that are hardest hit, and to extend the duration of compensation payments to the industrial unemployed who exhaust their unemployment compensation benefits.

I do not intend to try to forecast when or where the upturn will come. Certainly there has been an increase in employment this spring as the weather has improved, and I think we all feel considerable confidence that there will be a fundamental turn before too many months have passed. However, the young people seeking jobs this summer will have more difficulty

finding them than in other years. In the opinion of the Employment Service they will still be plentiful in agriculture and in a variety of trades and service jobs, particularly those associated with recreation.

However, our concern today is not for the short run, but for the long run--for those are the only terms in which young people should plan. The industries in which activity is low today are frequently the most promising for the future. Young people should look forward to careers or lines of activity in which they can continue for 30, 40, 50 years. Careers involve the investment of vast amounts of their own time and money. It is important for us who counsel them to make clear that it is important to invest their time, their efforts, and their funds wisely, and to so plan their education and early job experience that they will have the basic tools they need to adjust to the occupations and the industries of the future which today we can scarcely imagine.

U. S. Dept. Agr.
Fed. Ext. Service
Wash. 25, D. C.

THE POPULATION SITUATION AND TRENDS AFFECTING YOUTH

Important Adjustments in Farming are Taking Place

Farm population has declined from a high of 32½ million in 1916 to about 20 million in 1957. This decline has been halted three times - in the depression years of the '30's, right after World War II, and in 1955-56 with the innovation of the Soil Bank and Social Security for farmers. However, 1957 showed a 2 million decline which offset the slight buildup in 1955-56.

We are aware that the number of farms in the United States has been decreasing for 30 years. The trend has accelerated in the last 15 years. The rate the last 5 years was 89,000 per year.

The number of larger farms is increasing as evidenced by 60,000 more commercial farms, census definition in classes I, II, and III in 1954 than in 1949.

Family farms are getting larger as mechanization and specialization of production continues to expand.

These changes have many implications for the farm family. It is the purpose of this paper to examine the opportunities and limitations for farm people to find satisfactory career situations or employment within the farming sector in the decade ending in 1965. Mrs. Wickens discusses alternative opportunities and limitations for farm youth in her presentation.

Opportunities for Employment in Farming

To get a picture of opportunities in farming for prospective farm operators, we need to consider the number of farms now in existence, the number of farms in each income class to indicate those that offer satisfactory income opportunities or are capable of meeting competition for land, capital, and other resources. Also, we need to take a look at the number of farm operators of different ages. From these two considerations we can begin to develop an estimate of the future replacement needs for farm operators on profitable farms by 1965.

According to census data, Table 1, 44% of the farms produce 91% of market sales. This includes the farms that have $2500 gross sales or more annually. If we include only those that have $5,000 or more gross sales, this involves 27% of the 4.8 million farms shown by the 1954 census, or 1.3 million farms.

Prepared by Karl Shoemaker, Chief, General Economics and Rural Sociology Branch, Agricultural Economics Programs Division, Federal Extension Service, USDA, for presentation Twenty-Eighth National 4-H Conference, June 16, 1958.

Few would consider operation of a farm with less than $5,000 in gross sales as a particularly desirable career objective for today's young people.

Age of Operator by Income Class

Table 2 showing farm operators of commercial farms (census definition) by age groups and economic class for 1949 indicates some interesting trends. 1/ Older farm operators are more numerous on less productive farms. Younger operators tend to push up into the more productive farms by the time they reach 35-44 years of age. Nearly 1/2 of the class VI operators and over 1/3 of the class V operators will pass out of the picture within 10 years assuming that social security is a good alternative for them when they reach 65 years of age.

Opportunity for Youth

As stated previously most of the replacement opportunity falls in classes I, II, and III.

By pulling data out of Table II that specifically applies, we have -

Percent of Commercial Farm Operators in Class I, II, and III by Age Groups

Age	Number	Percent
Under 25	28,969	2.4%
25 - 34	247,707	20.1
35 - 44	360,729	29.4
45 - 54	309,214	25.1
55 - 64	197,152	16.0
65 and over	86,547	7.0
Total	1,230,318	100.0

The total number of commercial farm operators falling in these three classes on basis of 1949 census was 1,230,318.

1/ Farms and Farm People (Population, Income and Housing Characteristics by Economic Class of Farm), a cooperative study U.S. Departments of Agriculture and Commerce, Washington, D. C. June 1953.

Assuming relatively small changes in stratification of age groups from 1949 to 1954 and using the number of farms in classes I, II, and III (in the 1954 census 1,291,000) a 60,000 increase over 1949, we can compute rough estimates of the replacement opportunity for farm youth and others in farming. The 7% who are over 65 years old will essentially all be replaced in the 1955 - 1964 period due to death or retirement.

According to figures supplied on survival rates by Mr. C. L. Beale of the Farm Population Branch, AMS (assuming the same death rate among farm operators as total male population), the following calculations were made to give us a rough estimate of the replacement opportunity.

Replacement Opportunity based on deaths and retirement - 1955- '64. Classes I, II, and III.

Age Group	(Number of Operators - 1954	Percent Surviving 10 yrs.	Deaths
Under 25	30,984	88.0%	310
25 - 34	259,491	97.4	6,747
35 - 44	379,554	94.0	22,773
45 - 54	324,041	85.7	46,338
55 - 64	206,560	70.5	60,935
Over 65	90,370	0	90,370 a/
	1,291,000		227,473

a/ and retirement.

On the basis of these data, the estimated replacement need for farm operators because of death and retirement in a 10 year period (1955-64) in classes I, II, and III would be 227,473, or an average of 22,747 per year.

This number will be increased by -

Some operators of class I, II and III farms will leave farming for non-farm work. This shift probably would not be as great for the first 3 income classes as for the average of all operators because of their more satisfactory income status.

In addition to this shift there would be some opportunity for replacement of operators in classes LV, V, and VI from deaths, retirements or migration by combining the resources of several units into an operating economic unit of class I, II, or III.

Observation in different regions would suggest rather severe limitations from this source. In the cornbelt, the plains, and the mountain States, the tendency is for smaller units to be absorbed by a neighbor already in class I, II, or III, who is striving for greater efficiency. In the Southeast, lumber companies also compete for the land to plant the trees.

But decreased by -

A number of relatively young operators (age 44 and under) in classes I V and VI have increased their resources or credit to the point that they are interested in buying a good unit when one comes on the market. They may dispose of their old less productive unit but the net result is reduced opportunity for young operators.

Still another factor reducing the number of units available to youth is the people leaving other vocations to enter farming. They will also be competing for class I, II, and III farms for the most part.

Statistics are not available to determine how nearly the above plus factors offset the minus situations. Assuming that they roughly offset each other would appear reasonable. This indicates that the real opportunity for farm youth to become farm operators is reflected by the 227,473 openings in the 10 year period of an annual average of 22,747.

What Percent of Youth can enter Farming

The Farm Population and Rural Life Branch of A.M.S. estimated that there were 2,200,000 males aged 10-19 in rural farm families in 1954. (Based upon 1950 and 1957 data for this age group).

By matching the 227,473 farm operator opportunities over the 10 year period 1954-1963 and the number of males from rural farm operator families who will become 20 years old in this period, we find that 9.7% will have an opportunity to becoeme a successful farm operator with a relatively high farm income based on the assumptions made.

Allowing for probable errors in statistical treatment and the adjusting of data that had to be made to set comparable periods, one could safely say that satisfactory opportunities to stay in agriculture by rural farm boys include from 10 to 15% of the total.

This should not be considered as a forecast of what will happen, but rather the magnitude of the maladjustment that could be eased if alternatives were seriously considered.

Alternatives for the other 85-90% will be discussed in a later section of this paper.

Limitations for Employment in Farming

I propose to deal fairly briefly with those factors limiting employment in farming: first, because the discussion of opportunities points up the limitations numerically and, secondly, because the other limitations I will mention are more properly discussed in other papers dealing with farm management and land use.

Perhaps the major hurdle to becoming a farm operator on a good unit today is the capital investment required to purchase and operate. Investment in the cornbelt ranges up to $100,000 or more on the more successful units. Investments are comparable in the commercial wheat and ranching areas of the plains and mountain States. Capital investments have not been as large in the South, but are increasing and are becoming much larger on the mechanized efficient cotton farms of the Plains and the West. The small cotton farms are finding it difficult to compete. The dairy farm in the Northeast and around the larger milk sheds are fast becoming mechanized larger commercial units with heavy investment in hay equipment, automatic feeding and silo unloading devices as well as bulk tanks, pipeline milking parlors, etc. The same trend has occurred in much of the commercial vegetable and specialty crops areas.

Availability of land, particularly in desirable farming units, is another limiting factor. Many successful operators are buying additional tracts to add to their units as they become available. They can usually outbid a newcomer in terms of what the land is worth to them.

The intense competition among farmers is reflected in Figure 5 (Employment in the major occupations 1910, 1955 and projected 1975). The farmer who has an efficient unit, with adequate operating capital and the training (in technology, in economics and business management) will be in the best position to take advantage of the opportunities in farming. The operator who is poorly trained even though he may inherit or marry the farm will find the competition awfully tough. This, of course, is based on the projection of the Department of Labor Figure 5 that only 4% of the total labor force in 1975 will be farm owners and managers and only 2% will be farm laborers.

Mrs. Wickens will discuss occupational opportunities and ways of achieving them as the other half of this team presentation before I come back with the impact on extension programs.

Now that you have had a review of the manpower situation, opportunities in agriculture, and a description of the alternatives, occupationwise, you should realize that the adjustment that has been occurring will continue and possibly will accelerate.

If you accept the reasonableness of my assumptions as a basis for computing the opportunities for youth in agriculture, it is now time to identify certain problem areas that need the attention and best thinking of people working with farm youth.

Today you have seen projections on occupational opportunities and heard some of the handicaps that must be overcome if we are to achieve full employment and increasing labor productivity which means national prosperity.

More attention needs to be given by extension people, farm leaders, school authorities, and in youth programs to considerations that will facilitate the shift of farm people, both youth and adult, from farm to nonfarm jobs.

1. We have a people problem as well as a surplus agricultural production problem.

2. The people problem has the following aspects:

a. Not all the farm youth can be effectively absorbed into farming.

b. People and skills may not be proportioned correctly.

c. People may not be in the same area as the jobs.

d. A majority of the farm youth and their parents are not familiar with the general manpower picture, vocational opportunities and how to go about benefiting from them.

3. We have a school problem, certain areas of which need to be expl

a. Proper balance between vocational agriculture and other vocational training in rural areas based upon career opportunities.

b. Better basic academic education to meet the more highly technical requirements of today's society.

c. More adequate aptitude testing and counseling, particularly in rural high schools.

d. More adult vocational training classes in rural areas for farmers who want to change vocations and can upgrade their job opportunity by relatively short training courses.

e. A more adequate system of financing those who are capable of more education but cannot afford it.

4. We have a coordination problem between Agriculture, Labor, Commerce, and Health, Education and Welfare Departments on:

a. Getting broad understanding by the total society of adjustments needed.

b. Bridging gaps in our operational programs to facilitate smooth adjustments on the part of those who decide to change vocations and to assist individuals with information and procedural steps for those who are considering such a change.

5. Possible benefits resulting from desirable adjustments of the "people problem."

a. Increased purchasing power and level of living of person involved.

b. It might be easier to attack the other basic agricultural problem - production surpluses.

c. Increased gross national product and level of living of total society resulting from a more dynamic society due to fuller and more productive employment.

d. Even improved national security.

The Challenge

What does this mean in terms of program emphasis in 4-H and YM&W work?

1. Extension agents and 4-H leaders need to know and understand the impact of agricultural resource adjustment on farm youth.

2. They need to evaluate present 4-H and YM&W programs from the standpoint of broad training necessary to equip youth for their future careers. Is there balance between emphasis on:

a. Personal-social development?

b. Farm production and marketing skills?

c. Career exploration including concepts of agribusiness?

3. They need to correlate their efforts with those of the schools, other youth organizations, public and private agencies, in assuring farm youth of adequate training for their growth and development.

In closing I would like to elaborate on the job to be done in career exploration. The importance of this area is indicated by situations that I have observed in my visits to States.

1. Enrollments are down in the colleges of agriculture.

2. Agribusiness industries cannot fill their positions with boys from the farm because there aren't enough with the academic training required.

3. Representatives of the "Ag college" get to talk to only a few students on high school career days as contrasted with the hords that flock to the engineer and the scientist representatives. This reflects the lack of knowledge that agribusiness wants the agriculture trained boy.

4. In many cases the better students are "counselled away" from agriculture to engineering or science in high school.

5. Extension agents and leaders are not generally familiar with services of the employment service and high schools in aptitude testing and counseling.

6. These services are not now available in many rural areas but with your interest and help they may become available.

Information about the professional opportunities of the "Ag trained" college boy would make important additions to summer camp programs and achievement days. I'm sure that representatives of our "Ag" colleges would welcome invitations to these affairs. However, we must remember that many farm youth desire to become doctors, lawyers, etc. and they need this background information as well, if we are to equip them to make sound career decisions.

TABLE I. - Number and percentage of farms and proportion of market sales, by economic class, United States, 1954

Economic Class	Value of Sales	Number of Farms	Percentage of all Farms	Percentage of Market Sales
	Dollars	Thousands	Percent	Percent
Commercial farms:				
Class I	25,000 and over	134	2.8	31.3
Class II	10,000-24,999	449	9.4	26.9
Class III	5,000-9,999	707	14.8	20.5
Class IV	2,500-4,999	812	17.0	12.1
Class V	1,200-2,499	763	16.0	5.7
Class VI	1/ 250-1,999	462	9.7	1.4
Total	---	3,327	69.6	98.0
Other farms:				
Part-time	1/ 250-1,199	575	12.0	1.5
Residential	Under 250	878	18.3	.3
Abnormal 2/	- - -	3	.1	.3
Total	- - -	1,455	30.4	2.0
All census farms	- - -	4,782	100.0	100.0

1/ Farms with sales of $250 to $1,199 were classified as part-time if the operator worked off the farm as much as 100 days, or if other income of the operator family exceeded farm sales.
2/ Public and private institutional farms, experiment stations, and so on.

Bureau of the Census (17).

Table 2

Farm Operators of Commercial Farms by Age Group and Economic Class 1/ (1949 Census Data)

	Commercial Farms					
	Total, all ages	Classes I & II	Class III	Class IV	Class V	Class VI
	3,769,059	481,386	748,932	903,411	912,664	722,666
	Percent of total Commercial farm operators	Percent of CFO 2/ in Classes I and II	Percent of CFO 2/ in Class III	Percent of CFO 2/ in Class IV	Percent of CFO 2/ in Class V	Percent of CFO 2/ in Class VI
Under 25 years	3.6%	2.5%	2.2%	2.9%	5.2%	4.7%
25-34 years	17.0	21.1	19.5	17.6	15.9	12.3
35-44 years	24.8	30.3	28.8	26.0	23.5	17.4
45-54 years	22.3	24.9	25.3	22.0	21.9	18.4
55-64 years	18.7	14.8	16.8	18.9	19.1	22.6
65 years and over	13.5	6.4	7.4	12.6	14.4	24.6
	100.0	100.0	100.0	100.0	100.0	100.0
Median age	47.1	43.7	44.8	46.6	47.6	53.6

1/ Source: Farms and Farm People, USDA and Bureau of the Census Cooperating, June 1953

2/ C. F. O. is Commercial Farm Operators

THE TECHNOLOGY SITUATION AND TRENDS AFFECTING YOUTH

by
Sherman E. Johnson
Chief Economist, Agricultural Research Service

Discussion at Leaders' Program, National 4-H Conference, Washington, D. C., June 16, 1958.

I welcome this opportunity to meet with leaders in the 4-H program. Your work has provided farm youth with training and stimulating experiences that were sadly lacking in my own boyhood on the farm. Unfortunately, my experience goes back to the days before the organization of 4-H programs.

You are the leaders of a unique educational endeavor that has wonderful potentialities for preparing rural youth to live in tomorrow's world. Whether it be 4-H education or other types of education, to me the fundamental purposes are these: (1) To provide an understanding of the world in which we live, (2) to prepare for earning a living, and (3) to contribute to the welfare of the society in which we are privileged to live. 4-H work can and should be concerned with all three of these purposes. And all three are affected by changes in technology both on and off the farm.

The real challenge to all of us, and today I would apply it especially to 4-H leadership, is to try to prepare young people for living in the kind of world that the future will bring forth. As you work with 4-H youth, you will try to visualize the kind of world that they will be living in most of their lives. Some of them will be living on farms; perhaps just as many or more will not be living on farms, or at least they will be earning their living in other occupations.

In this setting we are concerned with future trends in technology rather than what has happened in the past. Of course, one of the favorite ways of looking ahead is to consider what <u>has happened</u> and then project these historical

trends into the future. When we do that, we recognize some fairly persistent trends. But there are some dangers in projecting historical trends because they assume a continuing chain of events. They do not take account of new forces that may break the continuing chain. One of these forces may be the discovery of new technology, or episodic events such as droughts and international emergencies.

One extremely useful purpose served by historical trends, however, is to look back and see the revolutionary changes that have occurred within our own lifetimes. We are then much better prepared to recognize that startling changes are likely to be experienced by the youth who are now growing up on farms. We cannot forecast the future with any degree of accuracy, but of one thing we can be certain: Changes will occur both on and off the farm. These changes will affect farm production, the market for farm products, and the welfare of farm people.

My own boyhood goes back to what has been called "the golden age of American agriculture"--the years immediately preceding World War I. As we look back on those days I wonder if the youth growing up on farms today would consider it such a golden age. Horses furnished the power for most of the farm operations, but steam engines were the power unit for stationary threshers. Grain was cut with a binder and shocked by hand. On the average, it required 15 hours of labor to produce an acre of wheat compared with 4 hours at the present time. Stationary gasoline engines were available for power use around the farmstead, such as for filling the silo, sawing wood, grinding feed, and pumping water.

But if you were brought up on a dairy farm as I was, the cows were milked by hand; and after evening chores, you came into the house to read the daily paper and the farm magazines by the light of a kerosene lamp. You went to town

once a week, usually on Saturday, and spent most of the day at it because the trip was made either by horse and buggy or by team and wagon. Perhaps you combined hauling some produce into town with buying the week's supply of groceries and farm supplies.

To be sure, a dollar would buy more services at that time than it does now. A young man getting ready for a Saturday night celebration could get both a shave and a haircut for 35 cents. And a restaurant which catered to farm trade served a substantial lunch for 25 cents. But some things which we consider necessities today were not available then. A farm home today would be considered primitive, indeed, without an automobile, electric lights, an electric refrigerator, and a radio.

Most of the children growing up on farms attended a one-room ungraded school. And this was considered ample education for a farmer. Most counties had no local extension work until the beginning of World War I, and there was no 4-H Club for the boys and girls.

If this picture of yesterday's farming is contrasted with farming today, we get a better perspective of the changes that have taken place. We note the almost complete substitution of mechanical power for animal power. Electricity is available in nearly every farm home and for use around the farmstead. Most crop operations have been mechanized. Great strides have been made in mechanization of dairy and poultry production, and pork and beef production are on the way.

A trip to town can be made in a few minutes by car, usually over a hard surfaced road. The radio and television bring the news of the world to the farm home; also market and other agricultural information. The children are picked up by the school bus to attend a consolidated school. Most of the

children growing up on farms today expect to complete high school. Many will go on to college. This was quite unusual in the days preceding World War I. In fact, only about 12 percent of the people on farms in 1950 who were growing up before World War I had completed high school. I am firmly convinced that the changes we have experienced in recent years would not have been possible with the educational levels prevailing among farm people 40 or 50 years ago.

Perhaps it is worth while to spend a little time tracing the effects of some of these changes:

Chart 1 indicates that since 1941 at least, total farm output has risen faster than the increase in population, despite our "amazing population upsurge" since that time. So far, therefore, we have not been able to eat our way out of the farm surplus problem.

Population growth is, of course, only one of the factors affecting the market for farm products. Expansion of our domestic economy and developments abroad that affect our exports also need to be considered. But the size of the domestic population is by far the most important factor. Therefore, we need to consider whether population is likely to rise faster than farm output some time in the future.

Population projections indicate a possible increase of some 60 million people by 1975. In order to project the potential increases in output, we need to examine the forces back of output expansion in recent years.

Chart 2 portrays some of the effects of improved technology. You will note the sharp rise in farm output following the drought years of the 1930's, and continuing upward since that time. Farm output in 1957 was about 36 percent above 1940 despite crop restrictions. Only relatively small changes in

the acreage of cropland have occurred since 1940. You are well aware of the sharp decline in number of horses and mules; also the continuing reduction in number of farmworkers.

Chart 3 indicates part of the reason why we have been able to increase output without using additional cropland. In 1957, production per acre was 27 percent above 1940. Livestock production per breeding unit also had risen 27 percent.

Chart 4 traces the rise in farm labor productivity that has accompanied technological improvements and increased output. The total number of hours worked on American farms has been declining at the same time as total output has increased. This accounts for the sharp rise in output per man-hour. These changes point to the lessening need for manpower on the farm.

Chart 5 brings out the fact that other resources--tractors, trucks, fertilizers, and purchased feeds--have in part substituted for animal power and for land and labor in farm production. Consequently, the total of all resources used per unit of farm output has not declined as much as the reduction in animal power, labor, and land would indicate. This is brought out in Chart 6. The broken line on Chart 6 indicates that actually the total use of resources per unit of farm product has held almost steady since 1940, with even a slight increase in recent years. With a rise in total output of 36 percent, however, the increase in overall efficiency is roughly 25 percent. In other words, farmers are now using about 10 percent more labor, land, and other capital than in 1940, to produce 36 percent more products, which means that they are using about 25 percent less resources per unit of product than in 1940.

We should bear in mind, however, that the resources which have been substituted for animal power, land, and labor are not produced on the farm, and that the prices paid for these resources have been rising almost continuously Since 1935-39 the index of prices paid by farmers for goods and services used in production has increased about 140 percent.

Chart 7 shows the rise in farmers' expenditures for nonfarm goods and services. The increase shown is the result of both rising prices and additional purchases of these goods and services.

Chart 8 shows the rapid increase in investment per farmworker. In 1957 the average value of assets used in production per farmworker was $16,800.

Chart 9 shows investment per farmworker on different types of farms located in different farming areas.

Mechanization and other improvements in technology have made it possible for farm families to operate larger farms. Consequently, farmers have found it possible to increase net income by adding to the size of farm either through purchase or lease. This opportunity has continued despite the less favorable cost-price relationships of recent years. We see the results of pressure for increase in the size of the farm in Chart 10 which shows the percentage of farmland purchases that were made for farm enlargement in 1956 and 1957.

Chart 11 shows the consistent trend toward larger commercial farms. In this chart we have excluded the part-time and residential units counted as farms by the Census. The increase in size of commercial farms has been accompanied by decrease in the number of farms. There also has been some increase in the number of large-scale farms--those which might be considered above family size. The great bulk of our farms, however, is still of family scale or smaller. But

most of the reduction in number of farms in recent years has come in the farms with value of sales of less than $5,000. The number of farms with sales of $10,000 or more has actually increased.

Over a somewhat longer period there also has been an increase in the number of part-time and residential farms--those that are primarily a place to live rather than a place to make a living.

So much for some of the changes that have taken place in agriculture in recent years. If we could only reverse the process and see the changes that will occur in the next 40 to 50 years, we would know better how to help 4-H youth prepare themselves for tomorrow's world. Fortunately or unfortunately, the future is not revealed to us in this way. About all we can do is to project some of the changes that are already appearing on the horizon. But we can be fairly certain that other changes will occur. Some of them may even change the direction of the trends which we are projecting.

Most of these trends, however, have held to a fairly consistent course in recent years. If they continue, we can expect the following changes:

1. More residential and part-time farms and further urbanization of the countryside. More nonfarm people will be living in the open country, and more farm people will be partly dependent on nonfarm employment.
2. Further reduction in the number of commercial farms.
3. Fewer and larger family-operated farms.
4. Some increase in large-scale farms and in integrated farm operations
5. Production of specified quality products to meet demands of specification buying.

6. Fewer workers employed in farming, but more capital per worker both for fixed assets and for current expenses.

7. Managerial ability and technical skill of a high order essential for successful farming.

The question frequently asked these days is whether family-operated farms can compete with either large-scale operations or with "contract farming." Some people are convinced that the economies of large-scale production are great enough to expect much further increase in large-scale organization of farming.

We are all aware of the rapid development of "vertical integration" or "contract farming" in broiler and turkey production. Recently there have been some beginnings in egg and pork production. Contract production has existed for many years in some of our canning crops and sugar beets, but the rapid expansion into other enterprises has led some people to believe that this is "the wave of the future."

Do large-scale farming and contract farming have inherent economic advantages over family operation? If so, do the advantages prevail in all types of farming, or are they confined to certain specified types? And at what size of operation does the cost curve begin to point upward?

We do not know the answers to these questions, but we need to know them. We need to know whether a family farm of adequate size for efficient operation can compete successfully in most types of farming. If not, is it likely to go the way of the "corner grocery" which has been largely superseded by the chain store?

Some studies made in the Midwest in recent years indicate that family farms large enough to use modern equipment efficiently can compete successfully in the production of staple products. Problems arise, however, in production of specified qualities of products to meet the demand of buyers for specific quality. In fluid milk, quality is maintained by sanitary regulations. In many other products family farmers may need to bolster their advantage by organizing cooperatives to process and market products of uniform quality.

Objective research is needed to answer some of these questions. It appears, however, that some caution should be exercized in comparing the competitive advantage of either large-scale farming or private contract farming with family farms of adequate size for efficient operation. For example, it may not be realistic to make comparisons on the basis of prevailing wage rates or piece rates. If we have rapid expansion of large-scale farming with hired labor, we might also have concurrent growth in farm labor unions. This might bring changes in wages and working conditions which would offset some of the present advantages of large-scale farming. Contract farming also may represent an unstable phase of transition to some other type of organization. The next stage might be organization of bargaining associations by farm producers to obtain a larger share of the value of the final product, or expansion of integrated production, processing, and marketing by farmer cooperatives.

In considering these questions and other changes that are likely to take place, we need to bear in mind that the changes will stem from the actions of people, acting either as separate individuals or as groups functioning through voluntary association or through different units of government. To some extent, therefore, the future of agriculture in the next generation is in the hands of people who are growing up on farms today, and who will constitute the farmers of tomorrow.

Some of the decisions concerning the future of agriculture will be made by all of us as citizens, but the chief moving force in improvement of agriculture will be the people who make their living on the farms of tomorrow. This is why education and training for the world of tomorrow is so important. It will be a different world from the one we are experiencing today. Farming techniques will change. Methods of home making will change. The community will change. Marketing, purchasing, service, and educational, religious, and social institutions will be different.

The youth of today will need training in how to keep continuously up to date on their understanding of the world in which they will be living. They will need ability to think through and to analyze new problems as they arise. More and more of those problems will be group problems. Successful solution will require competent leadership, as well as ability to work together through voluntary associations and through different units of government.

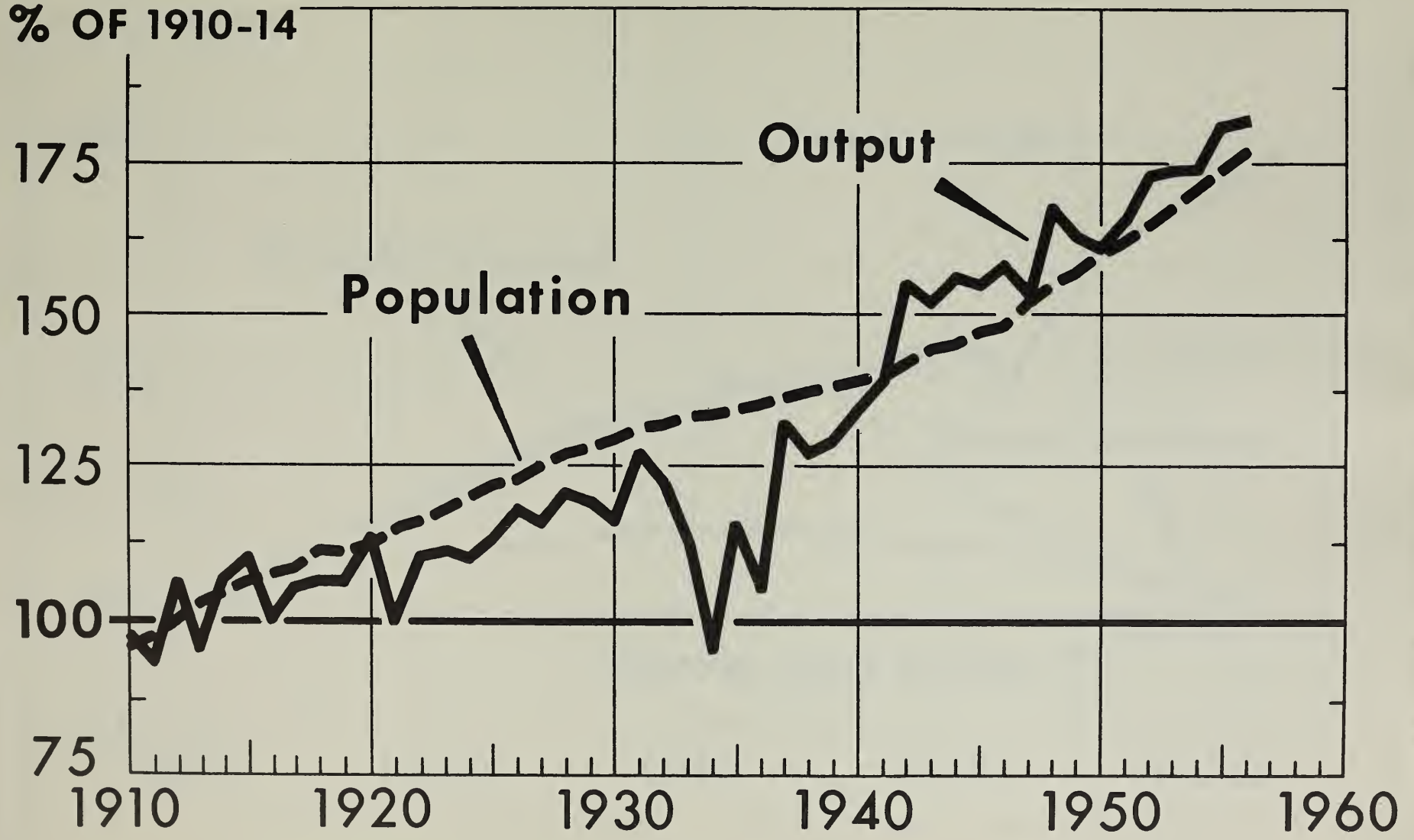
Technical skills will continue to be important, but present-day skills will be outmoded. Therefore, training in the why of doing things, and in ability to adapt to changing conditions should be combined with any training in specific skills. The key element in successful farming is likely to be managerial ability that can combine the new technology into profitable operations under changing economic conditions. This will require knowledge of how to produce each crop and livestock enterprise efficiently, and how to organize and operate an effective farm business. It also will require successful management of money and credit, economical purchase of equipment and supplies, and adaptations in operations to market prospects and to changes in all programs affecting agriculture.

But successful farming is only a means to the end of better living on American farms. Perhaps the greatest service we can render is to inspire rural

youth to consider the importance of full development of their latent abilities and their maximum potentialities for service and for satisfactory living. Undeveloped human resources are wasted resources. Neither farm nor city families can take full advantage of technological advances unless they learn how to adapt them to their needs for satisfactory living.

The farm home is the primary center for the development of value systems that will determine the kind of living we will have on the farms of tomorrow. Will a new car rate higher than a college education? Will more gadgets take precedence over music, good literature, and wholesome community citizenship activities? American farms and farm homes of tomorrow can be very largely what the farm youth of today will want them to be. And what they will want them to be will depend on the value systems that they develop in the home, in church, in school, and in activities such as the 4-H program.

U. S. POPULATION AND FARM OUTPUT



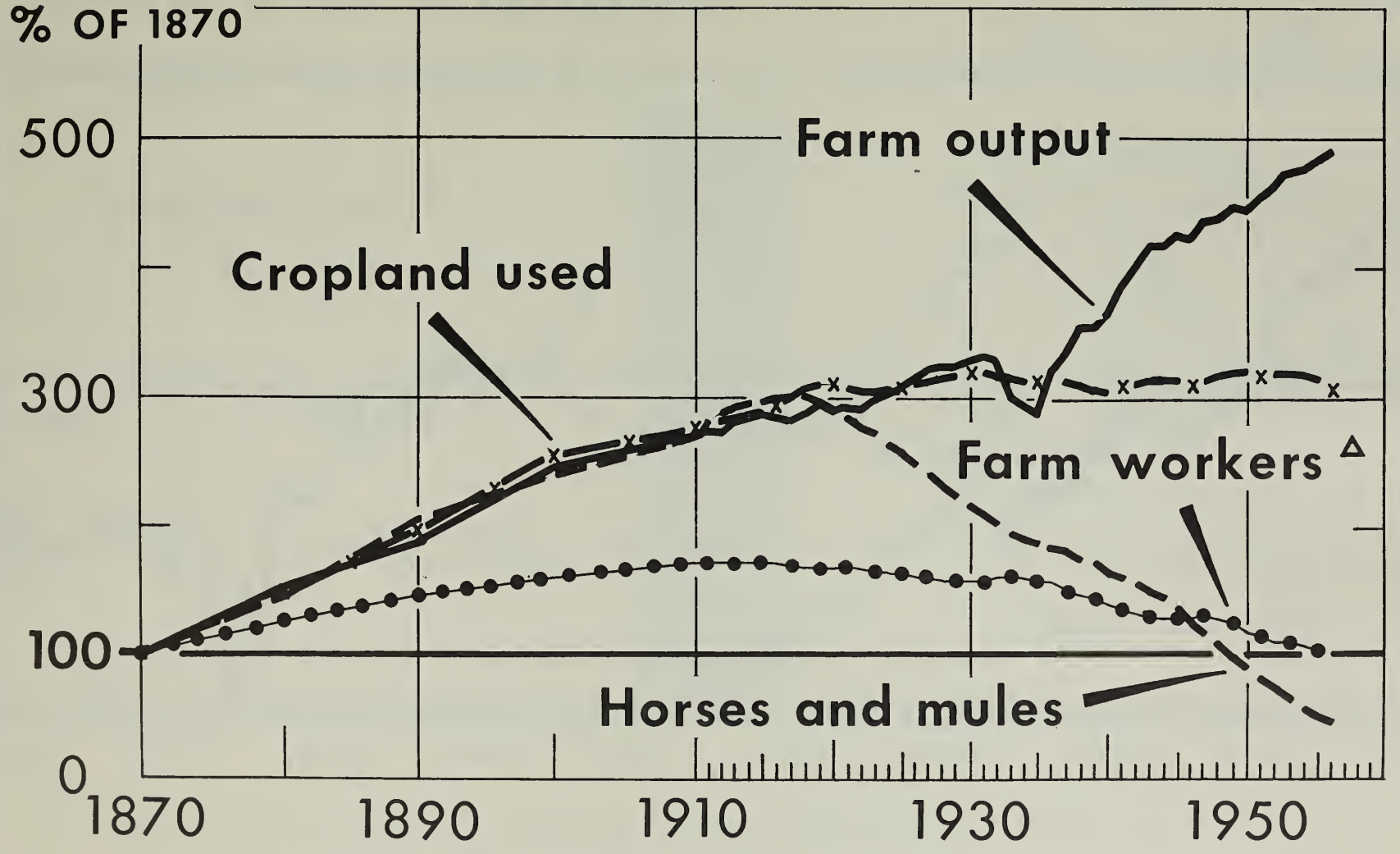
1910-56 POPULATION ESTIMATES FROM CENSUS BUREAU

U. S. DEPARTMENT OF AGRICULTURE

NEG. 56 (11)-572 AGRICULTURAL RESEARCH SERVICE



FARM RESOURCES AND OUTPUT*



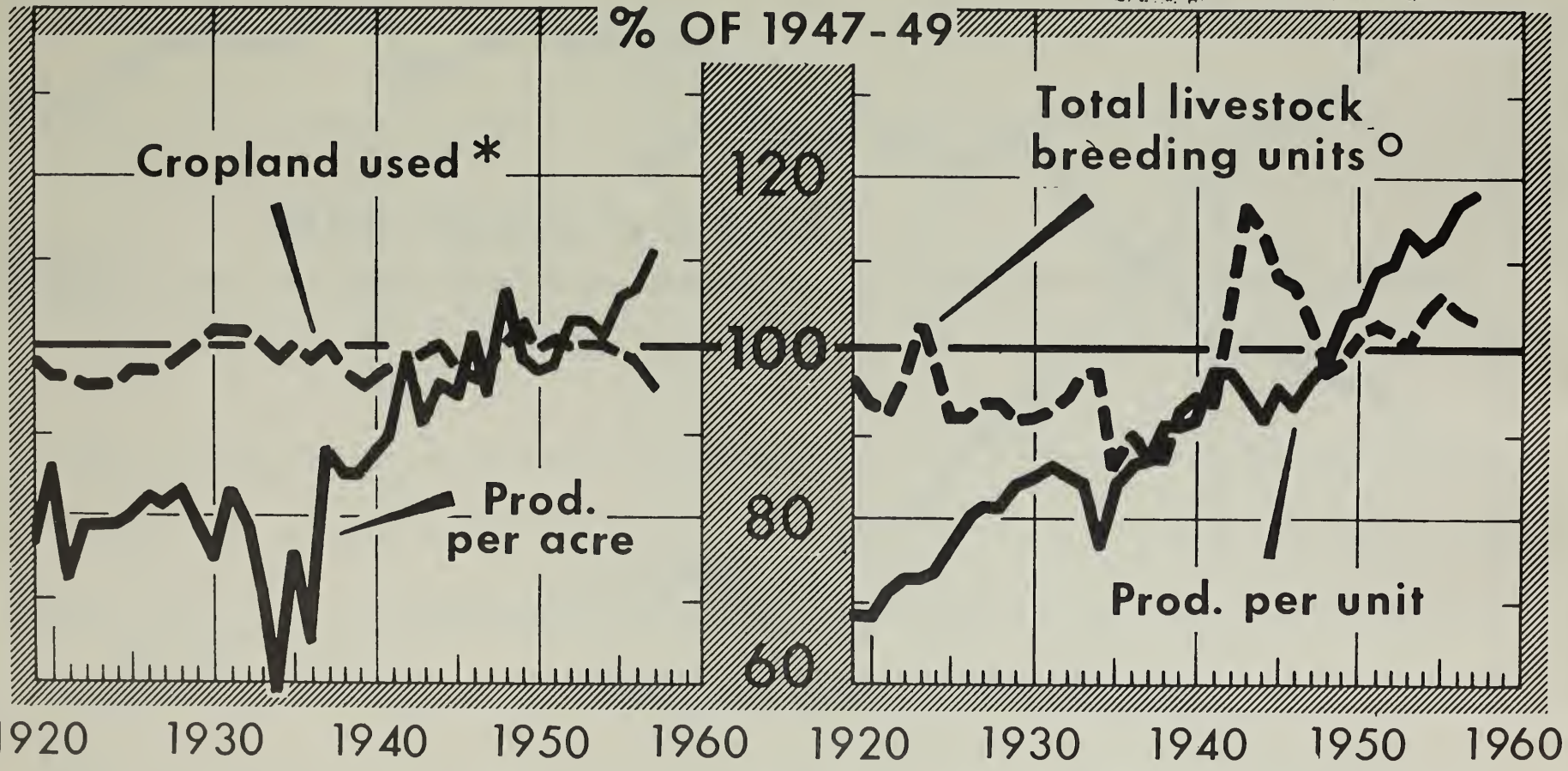
* 3-YEAR MOVING AVERAGES AFTER 1910. △ ESTIMATES DERIVED FROM AMS AND CENSUS DATA.

U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (9)-2395 AGRICULTURAL RESEARCH SERVICE

FARM PRODUCTION PER ACRE AND PER ANIMAL





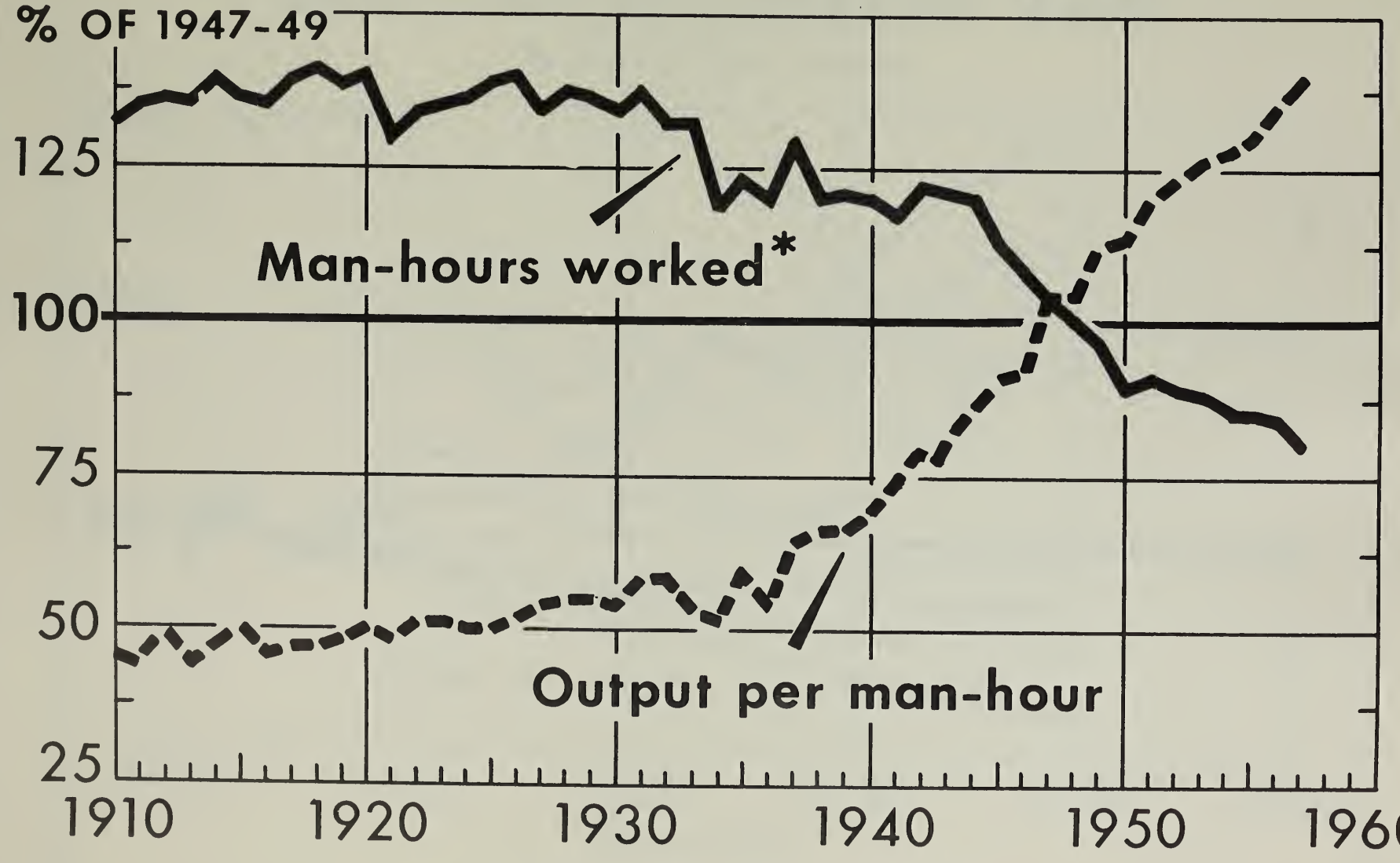
*ESTIMATED ACREAGE FROM WHICH ONE OR MORE CROPS WERE HARVESTED PLUS ACREAGE OF CROP FAILURE AND SUMMER FALLOW

°INCLUDES ALL BREEDING LIVESTOCK EXCEPT HORSES, AND ALL LIVESTOCK PRODUCTION EXCEPT FARM-PRODUCED POWER OF HORSES AND MULES

U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (9)-901 AGRICULTURAL RESEARCH SERVICE

FARM LABOR PRODUCTIVITY



IN TERMS OF TIME USED BY ADULT MALES

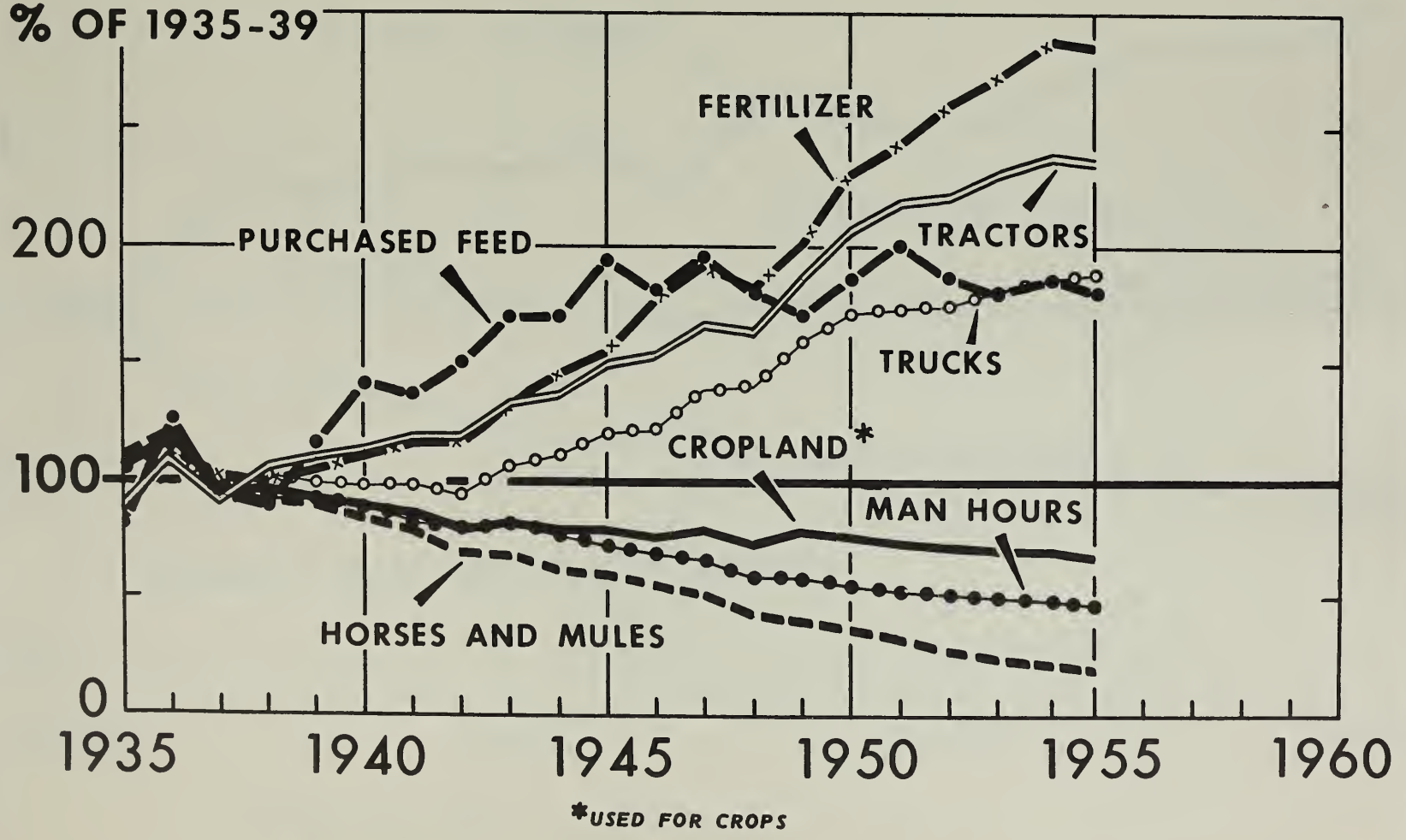
U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (9)-563 AGRICULTURAL RESEARCH SERVICE



SELECTED RESOURCES USED

Per Unit of Farm Output

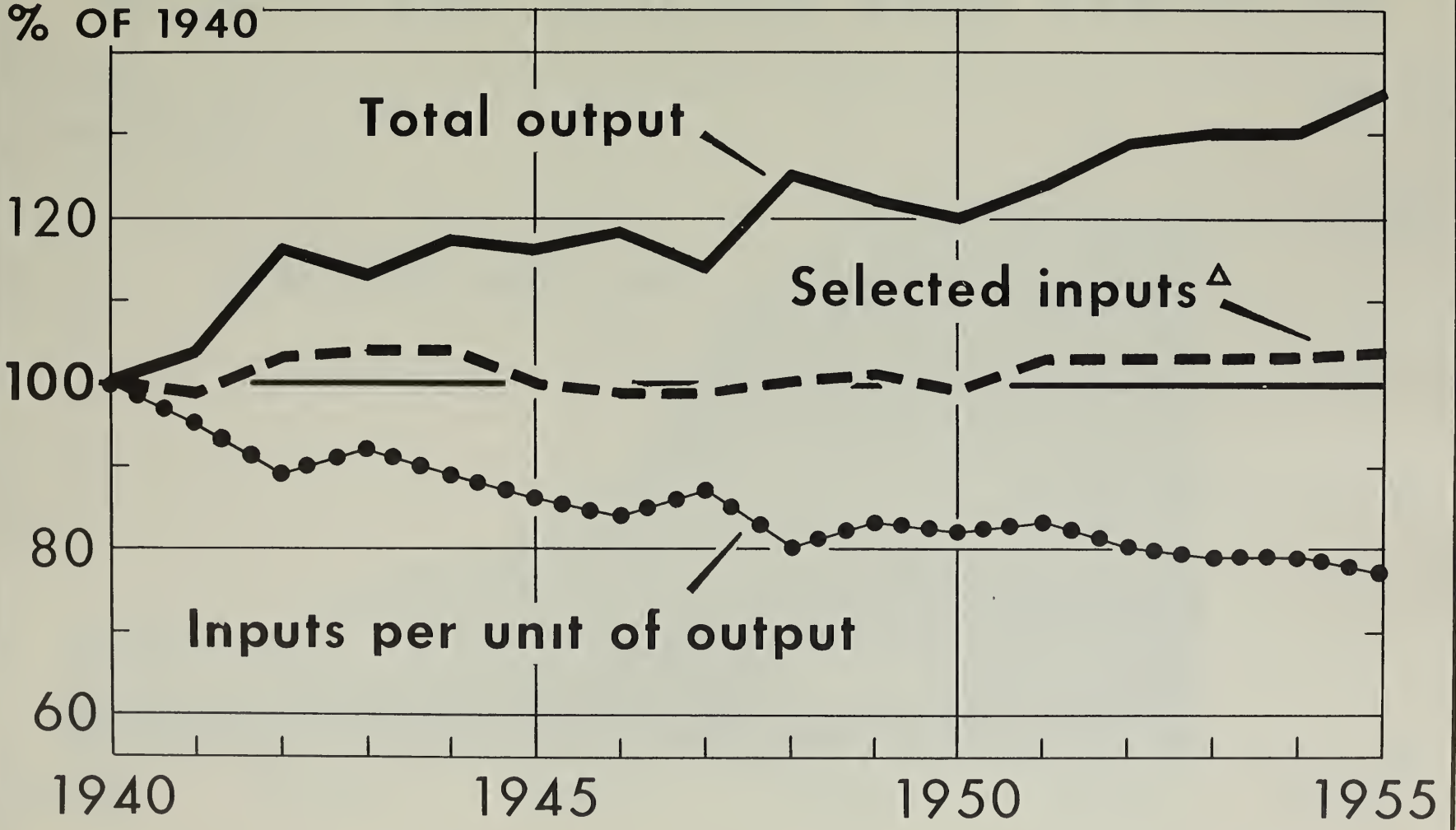


*USED FOR CROPS

U. S. DEPARTMENT OF AGRICULTURE

NEG. 56 (9)-2210 AGRICULTURAL RESEARCH SERVICE

FARM INPUTS PER UNIT OF OUTPUT



PRELIMINARY DATA

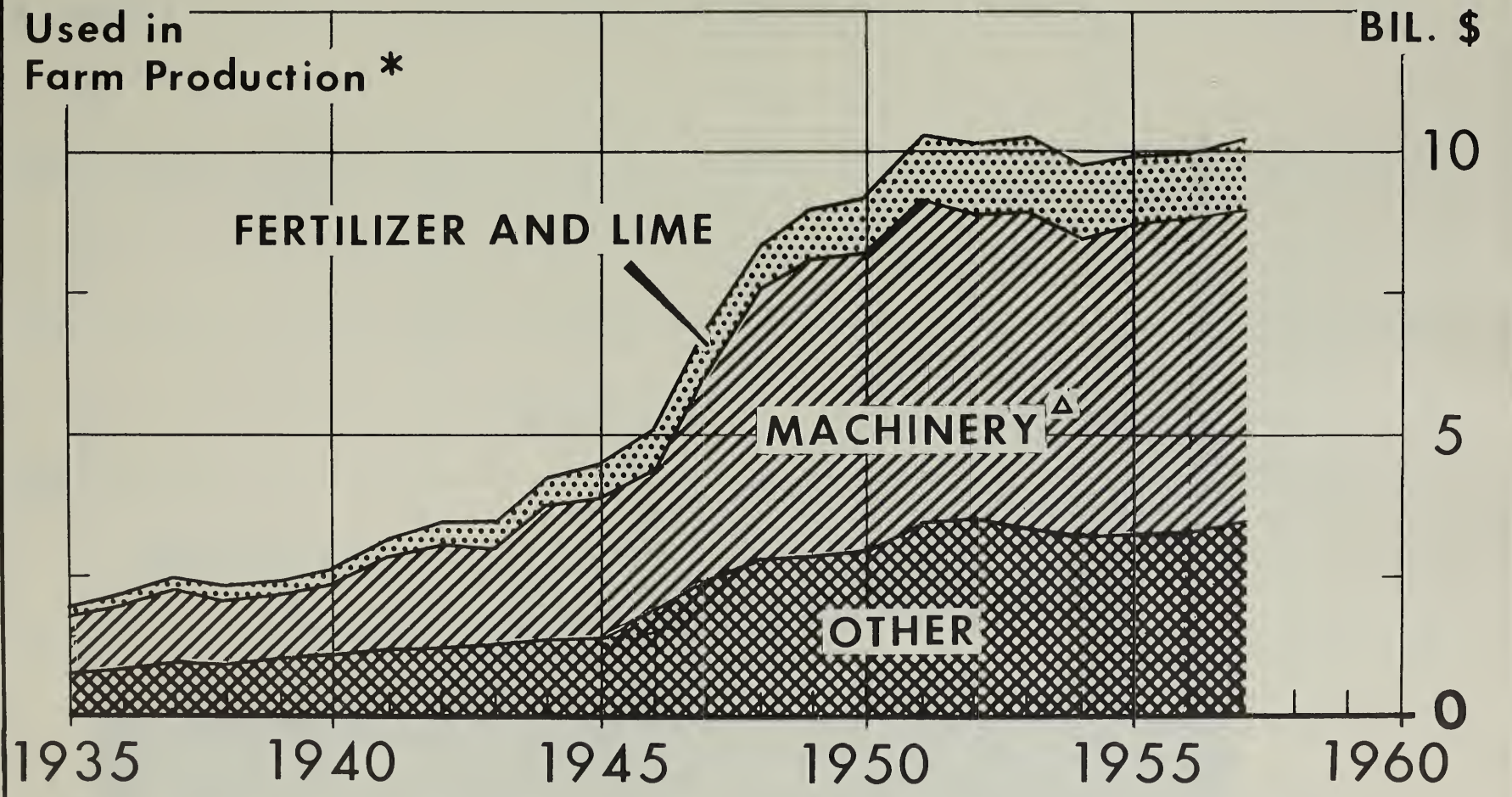
△ FARM LABOR, LAND, BUILDINGS, MACHINERY, FERTILIZER, AND LIME

U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (1) - 2237 AGRICULTURAL RESEARCH SERVICE

Farmers' Expenditures For

NON FARM GOODS AND SERVICES



*FEED, SEED, LIVESTOCK, LABOR, TAXES, RENT AND MORTGAGE INTEREST ARE NOT INCLUDED

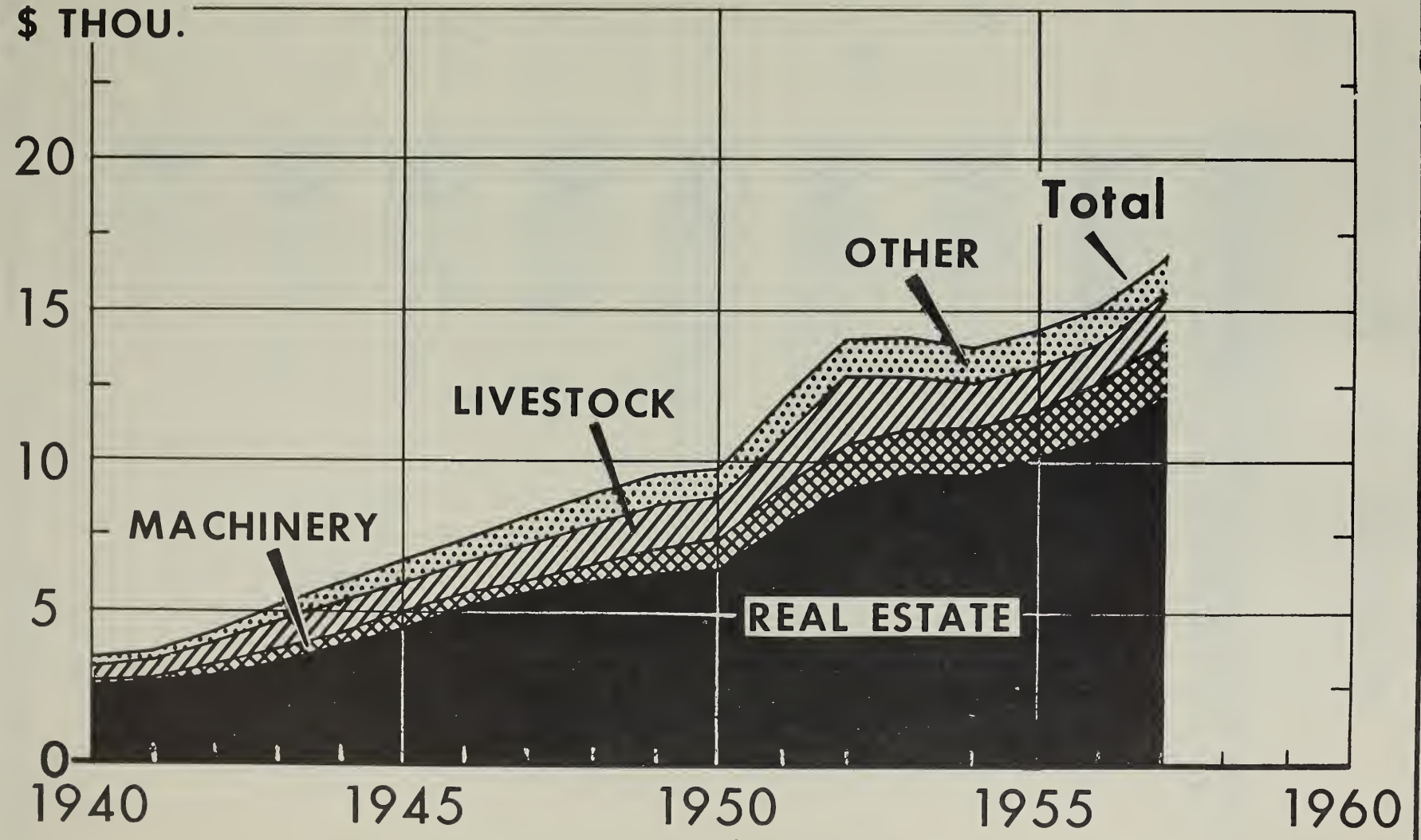
△ INCLUDING MOTOR VEHICLES, REPAIRS, FUEL AND OTHER MOTOR SUPPLIES.

1957 DATA PRELIMINARY

U. S. DEPARTMENT OF AGRICULTURE NEG. 57 (12)-925 AGRICULTURAL RESEARCH SERVICE

ASSETS USED IN PRODUCTION

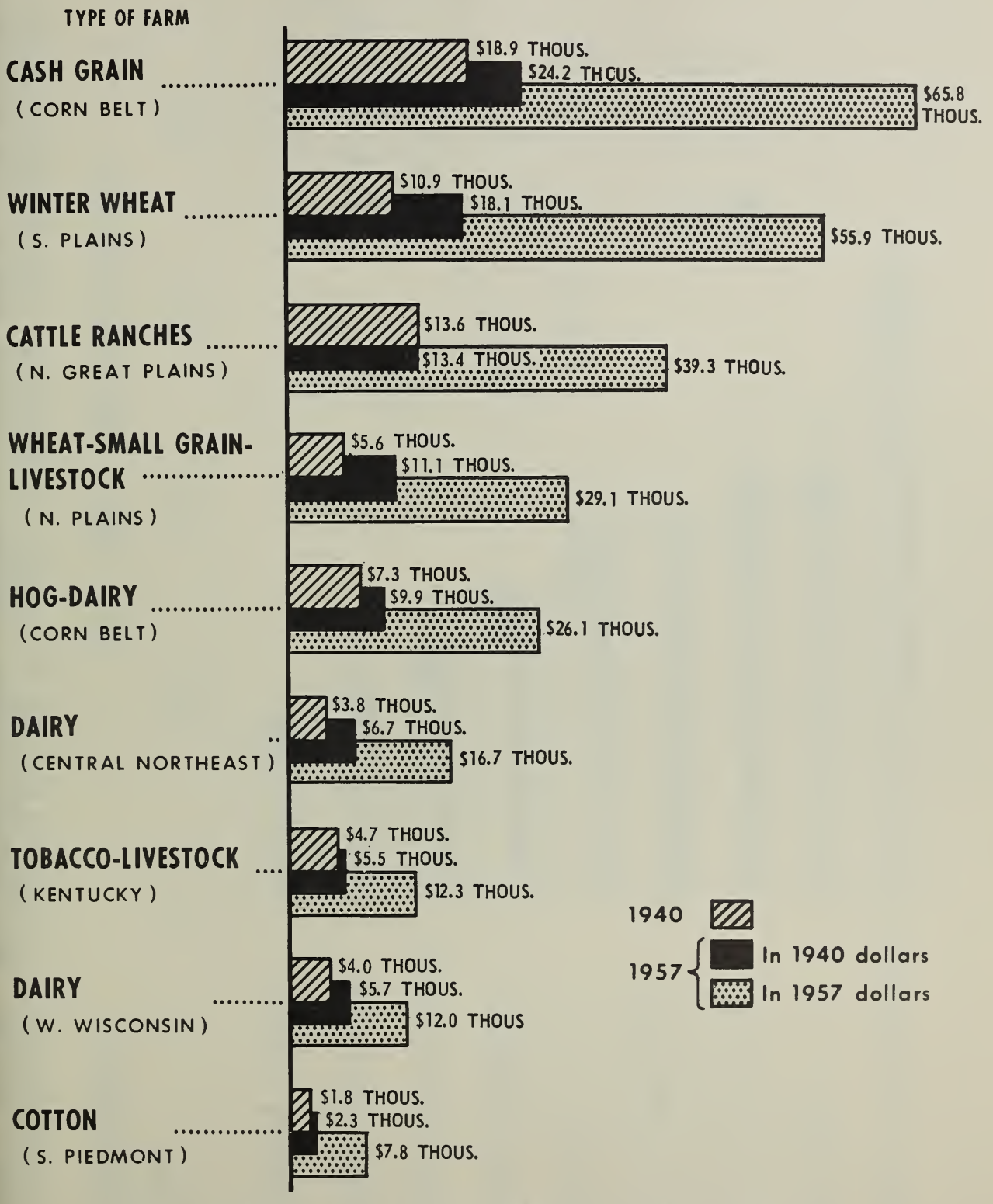
Average Value Per Farm Worker



U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (7) - 2345 AGRICULTURAL RESEARCH SERVICE

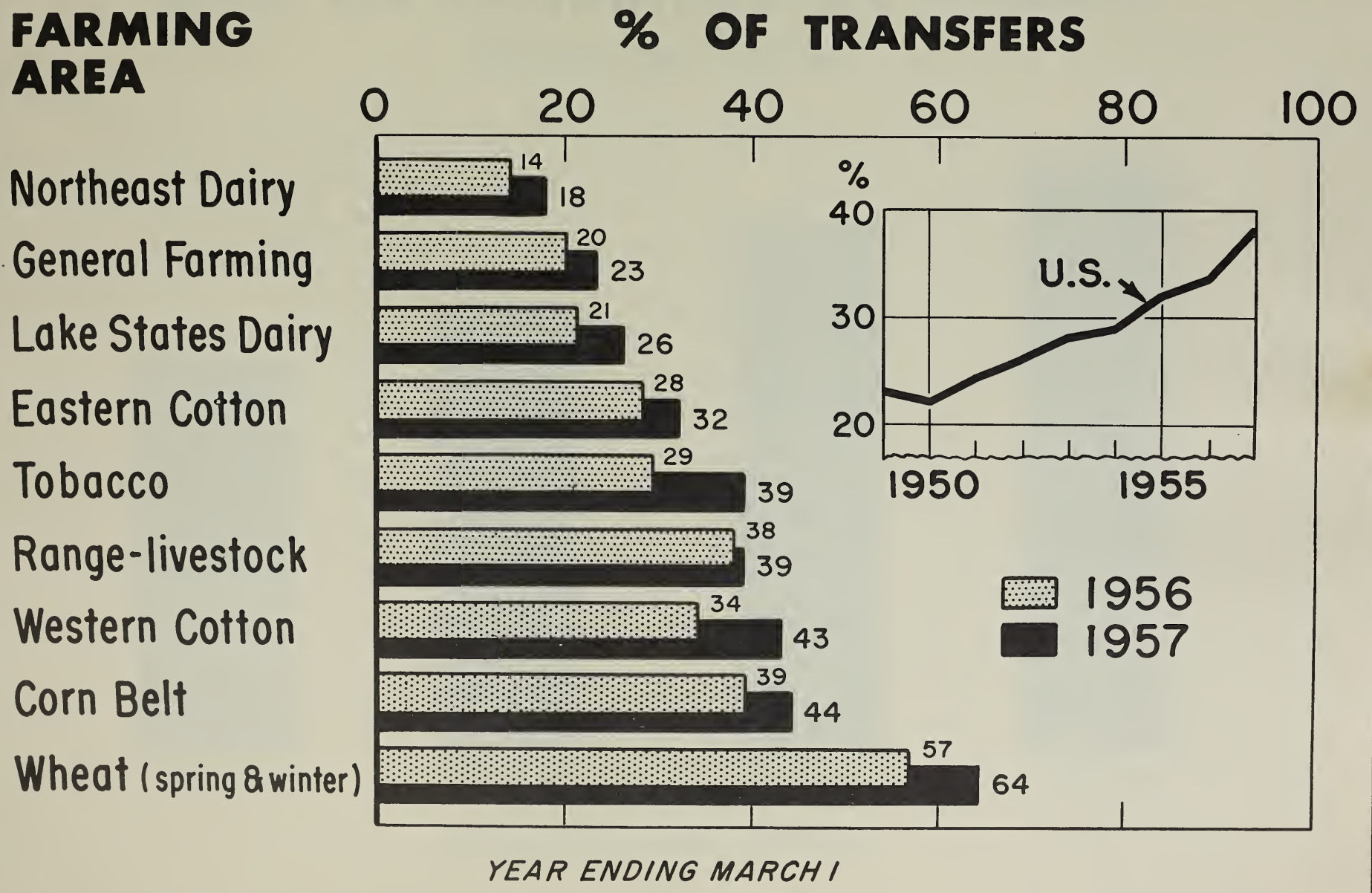
INVESTMENT PER WORKER



VALUE OF LAND, SERVICE BUILDINGS, LIVESTOCK, MACHINERY AND FEED JAN. 1

U. S. DEPARTMENT OF AGRICULTURE NEG. 57 (12) - 2310 AGRICULTURAL RESEARCH SERVICE

FARMLAND PURCHASES FOR FARM ENLARGEMENT

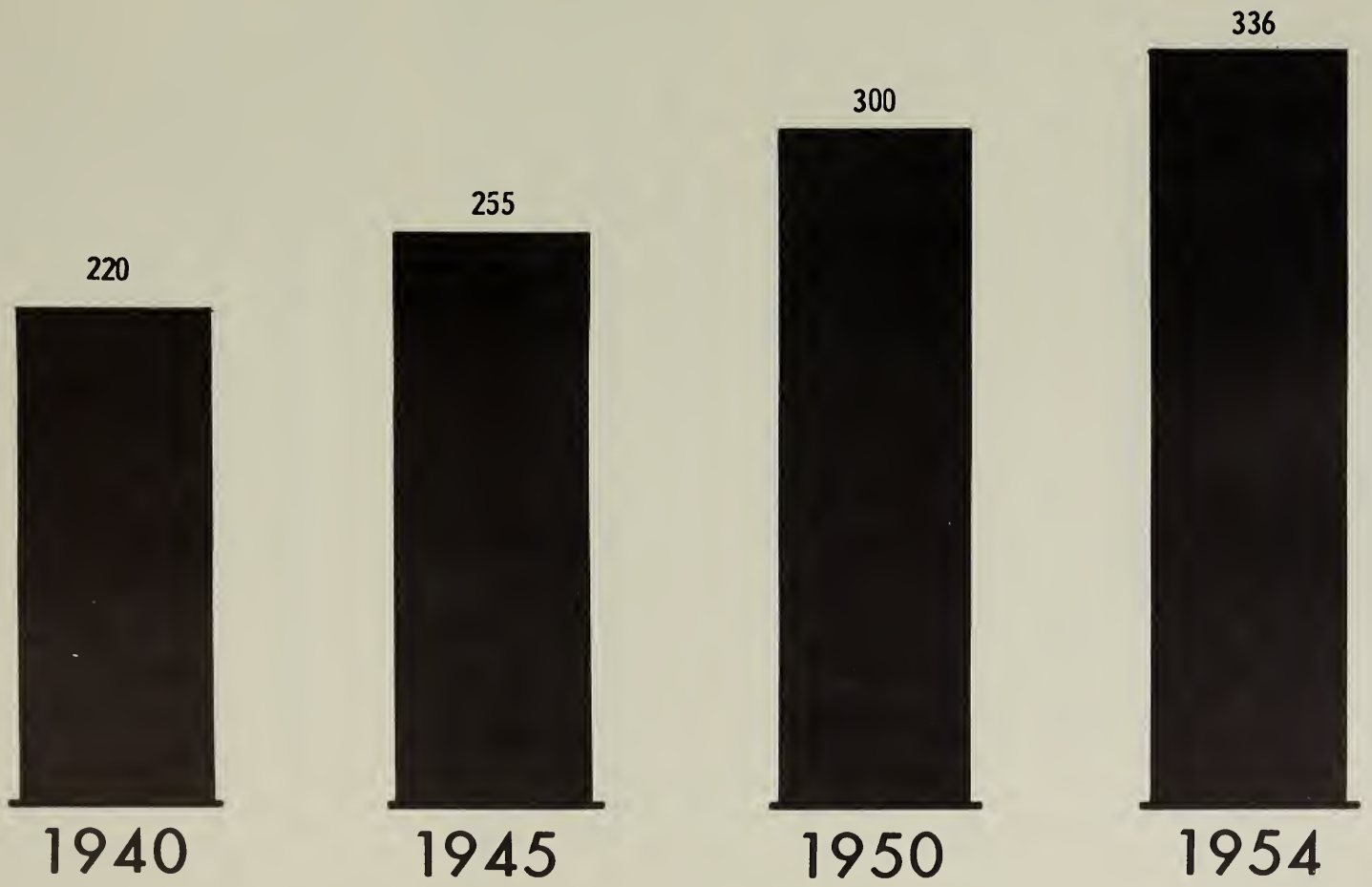


U.S. DEPARTMENT OF AGRICULTURE

NEG. 58 (1)-2432 AGRICULTURAL RESEARCH SERVICE

SIZE OF COMMERCIAL FARMS

Acres per Farm



DEVELOPED IN ARS FROM CENSUS DATA

U. S. DEPARTMENT OF AGRICULTURE

NEG. 57 (4)-2312 AGRICULTURAL RESEARCH SERVICE

U. S. Dept. Agr.
Fed. Ext. Serv.
Wash. 25, D. C.

Address by
Dr. M. E. John
Head, Department of Agricultural Economics
and Rural Sociology
The Pennsylvania State University
before the
Twenty-eighth National 4-H Conference
Departmental Auditorium - Washington, D. C.
June 16, 1958

SOCIAL TRENDS IN RURAL SOCIETY

I. Introduction

A. Difficult to be specific about trends on a national level

1. They vary by regions

2. Also by states and within a state

3. Must speak in terms of generalities

II. Shall consider three questions, namely

A. What are the major social trends in rural society today?

B. What effect have these trends had on rural values?

C. How should the 4-H program be altered in light of the above changes?

III. The major social trends

A. Changes in the composition of the rural population

1. Twenty years ago we thought of rural society as consisting of rural villages separated by farms

2. People in the village provided services both economical and social for each other and for the farm families of the open country

a. The remainder of the village population consisted of retired farmers

b. The village was dependent on the land and the crops it grew

3. People in the country were practically all farmers, dependent upon the same biological and economic factors for success

4. From their common experience the rural people developed similar goals, values and prejudices

   a. Their ambitions in life, their concepts of right and wrong were jointly held

5. But with improvement in transportation and the impact of technology in creating employment opportunites off the farm

   a. Cities grew

   b. Urban people moved to the cities' edge, or to the village or to the open country

   c. People's contact with the city increased

   d. Some of the economic services of the village moved to larger centers

   e. Many villages have become "bedroom" towns

   f. New rural neighborhoods have formed consisting of rural non-farm people

   g. In many areas the farm family is far out numbered in such activities as church, P.T.A. and in voting on public issues

6. As a result in many communities the "old" and "new" residents differ on many issues
   a. Conflicts have developed
   b. Young people are questioning old values

IV. Out of it all a new rural value system is taking form. Some of the changes in major values are as follows:

A. Attitudes toward work
   1. In early days one who put in a long hard days at physical work was admired
   2. Now the person who can afford a machine or can find an easier way to do the job is admired
   3. Work is not glorified for its own sake

B. At the same time attitudes toward leisure has changed
   1. It is no longer considered a waste of time
   2. Farmers take trips, believe in sports
   3. A person who keeps his nose to the grind is considered out of date

C. Concept of the goal of farming has changed
   1. Before the problem of surpluses, emphasis was placed on high production
   2. In more recent years emphasis is placed on profits
      a. That which brings highest production may not bring the greatest profit

D. Since the produce profitably means lowering cost by using machinery and operating a larger business, the farmers attitude toward "bigness" has changed
   1. Use to think of the big business as dangerous and "wicked"

E. Attitudes toward education has changed

1. Since all occupations demand more knowledge for success, rural people are seeking it

F. Attitude toward the role of women has changed

1. Greater sense of equality

2. Her time considered more valuable than before

G. Attitude toward health has changed

1. Appreciate more the value of health services

H. Change in concept of what gives status

1. Rural people use to judge one another by their financial worth

2. Now they judge one another by their level of living

V. Some questions concerning 4-H in light of social changes

A. Is our program sufficiently flexible and broad to meet the needs of both rural non-farm and rural farm

B. Is the program helping young people in poor farming areas to develop so they will be better equipped to find their place off the farm

C. Are our methods of awarding and rewarding achievement in agricultural projects in keeping with our modern concept of profitable farming

1. Should a boy get a special price for his "baby beef" because he is a 4-H boy

D. Can 4-H help to develop better understanding between farm and rural non-farm

E. Should 4-H try to reach urban young people

1. Might this lead to too much diversification in program

2. Can the 4-H do the job better than other groups

REVIEW, ANALYSIS, AND FACTORS FOR CONSIDERATION*

Your program committee asked that my talk with you this morning should serve to fill in gaps or voids that may have been left by the previous five speakers. As you well know that creates a tremendous challenge because Mrs. Wickens, Dr. Johnson, Dr. John and Mr. Shoemaker each delivered a tremendous challenge yesterday. Also, Director Sutton laid before us an almost overwhelming opportunity to take part in Extension's effort toward developing a broad program for our efforts. The challenge of the Scope Report to Extension workers is one that will merit our best thinking and our dedicated efforts for years to come.

All of us were happy that Mr. Sutton painted a bright picture for 4-H Club work and extension youth activities. I would add only that our program as judged by the public and by young people is healthy. It is well recognized and accepted. It gives evidence of strong and continuous growth both numerically and in its quality of educational content. Both here in the United States and throughout the free world wherever you go these days people recognize the 4-H program as being a good thing for young people. Many people do not know much about the depth or scope of 4-H work or about what young people actually do and accomplish but they will tell you freely and enthusiastically that 4-H is a good thing. This public support and testimony is in fact a tribute to your work as State leaders and planners of the program and also a tribute to the county extension workers and local 4-H club leaders. We offer our heartiest congratulations. The purpose of this talk and need of this meeting is to so develop our thinking and our actions that we will forever merit this public and universal acclaim.

Fifty years ago or even 25 years ago this conference would have contained a different set of topics and subjects for discussion. We might have been talking about such subjects as 4-H Sheep projects, how to bake bread, how you can tomatoes or how to line up the interest and support of our Extension subject matter specialists behind youth educational work. Changing times have brought changing needs and all of it in the direction of progress. Our orientation today is toward people and the problems and needs of people. We accept freely and without even thinking about it that a basic core of subject matter is fundamental to our educational efforts. But we recognize that the final end product and our real dedications are to serving youth. As we look today at the problems of people it seems to me that we need to point out several groupings of concern which may have been only partly touched upon in the previous speeches here. I shall only list these problems since it is the purpose of your working groups in the next three days to really develop and explore these problems.

---

*By E. W. Aiton - National 4-H Conference - Leaders' Meeting, June 1958

1. Population shifts and increases.
2. The employment limitations, opportunities, and needs of young people.
3. The income or the economic needs of young people.
4. The technological blitzkreig which is affecting all of us.
5. The social maelstrom of changes which are swirling about us.

For young people these changes are not at all disturbing. They have been born and raised among them and so the current situation is normal and imposes no threat to a growing boy and girl. However, for you or me as an adult, who grew up in a more stable and a rather different period, these rapid changes create important needs for us to change our habits, our ways of thinking, our responses and our program planning. For example, it is no great threat to aboy or girl growing up on a farm to learn that only one out of 10 will be able to continue in farming. He takes this for granted and adjusts himself quickly to the need. He immediately starts looking around for alternatives and early begins to make up his mind. In many cases he makes up his mind on the basis of only fragmentary or inadequate knowledge but it is the best he has at the moment.

But for us as adult leaders, this change creates tremendous conflicts within ourselves. We have a program which was geared to the prospect of half of these young people being farmers. Now we find that we must change our thinking as agricultural fundamentalists and bring it more nearly into line with the actual situation which the young person faces. If we fail to do this the growing boy or girl recognizes immediately that there is nothing new, modern or challenging in our program for him. So he either fails to join, drops out early or has no interest in it whatsoever.

The challenge, therefore, is to us as leaders. I emphasize strongly, the leadership required to bring about a change in the thinking of our Extension personnel is so small task. It requires changing attitudes and this is extremely difficult. Here are a few guidelines that may help us.

1. First, we must know the trends.
2. We must understand the implications and meanings of these trends.
3. We must visualize and project a possible solution or new program design.
4. The next step is to manualize or incorporate into our program, literature, teaching materials and outline the learn-by-doing projects or activities which will help young people prepare for these changes.
5. Finally, we need to evaluate results of these changed approahes and make further changes in time to meet changing needs.

Actually, there seem to be only a few gaps or voids left in the excellent presentations by the speakers yesterday. Without opportunity to discuss each adequately, I would like to list a few considerations which may not have been fully treated.

a. Family living-- most of the examples used yesterday related to farm boys and agriculture. The principles and trends ahead of us are equally challenging for girls. I think it is well to mention some specific problems that relate to girls' work or the family home.

1. The most serious nutrition problem in our country today is malnutrition among teen-age girls and in some cases other youth.

2. Mental health continues to grow as a national problem. Juvenile deliquency is a symptom of individual maladjustment or poor family life.

3. The number of working mothers is increasing rapidly. The youth in such homes have changing roles of responsibility. We need to explore the opportunities for child care and hostess projects.

4. Health and physical development is a growing rather than a decreasing problem. We exercise so little that sedentary habits catch up with us in middle age--a complex array of physical problems develop.

5. Recreation should be a productive use of leisure time rather than a destructive experience. Are we helping young people form recreation habits and skills that will stay with them into adult life when they would actually need the recreation most.

b. Science has a cross section appeal. Long before "sputnik" we had a committee working in cooperation with the National Science Foundation to develop a broader program of science work in 4-H. If you are not acquainted with the science talent search or with the science fair program I would urge that you attend the next one which comes to your city. They have a wonderful idea and its application to 4-H is a logical next development.

c. Leadership competency--Many of us feel that our 1/3 million volunteer 4-H Club leaders are not getting a fair break. They have offered us the most precious thing they possess--their time, energies, and dedications and all too often we have failed to make the best use of it. They want more and better preparation for their job. We throw them into the job with little more than a pat on the back. The potential for volunteer leadership development is unlimited. It is also the greatest single challenge facing us as extension workers.

d. Management skills -- More and more complex economy and technology demands more and better managers. Young people need to develop management skills and attitudes at an early age for both farming, homemaking, agribusiness or whatever life they may lead. Early in life they need to learn:

1. The relationship between cause and effect.
2. How to budget and manage whatever personal finances they may possess.
3. To analyze and record the results of their efforts. (records)
4. To solve problems based on real life situations.

e. Conservation -- We have a development committee hard at work on the planning of a 4-H program which emphasizes wise use of resources. We emphasize this wise use because conservation alone is neither a realistic nor a worthy objective.

f. Development of attitudes in this complex and fast moving atomic age -- there is little to be gained from teaching young people a vast array of facts and knowledge. Such information is transitory. Within 10 years it will be out of date. The need of young people is to develop their attitudes and mind set in the direction of teaming up with science, research and knowledge to make their own lives happier. They must not fight change. They must learn to reach out and grasp new things to help increase their levels of living and life satisfactions.

In the further development of our youth programs we now recognize in many States that it is unrealistic to offer the same program to 10-year olds and 20-year olds. We must recognize the developmental stages and tasks of young people at different maturity levels. We must design our programs to meet their specific needs and stages of growth. Today many States are recognizing 4 periods in the lives of young people and they are gearing programs to these.

1. 4-H Club work--for grade school aged boys and girls.
2. Senior 4-H--for secondary school ages.
3. Young Adult work--for out of school - unmarried youths.
4. Young Married Couples--for those who are beginning life's new challenges.

The Scope Report which we are using as background for discussions this week is broader than section VI Youth Development. It includes many other disciplines and program areas as well. We must be broad guage and cooperative in our relationships with other Extension service programs and personnel. The investment in this will come back to the youth program many times over. The challenge is for us as team-mates within the Cooperative Extension Service to draw together resources from within and outside of Extension and bring them to bear upon the problems of young people. There is no greater challenge than this and in my opinion there is no better fitted nor more dedicated staff of individuals anywhere in the world ready to do the job. These next three days should help us on our way. Let's go!